REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEAR 1907-08.

1891-92 & 1895-96; 1897-98 and

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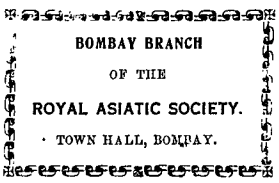

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REPORTS

ON

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1891-92.

1895-96,18
1898-99

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1892

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RESOLUTION

ON THE

REPORTS ON PUBLIC INSTRUCTION IN BURMA

For the year 1891-92.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-45, dated the 7th November 1892.

READ—

The Report on Public Instruction in Lower and Upper Burma for the year 1891-92.

RESOLUTION.—The report was due in this office on the 1st August, but was not received in print till the 13th September. It is presumed that in accordance with recent orders the reports of Deputy Inspectors and Inspectors were seen by Deputy Commissioners and Commissioners. The Director of Public Instruction makes, however, no allusion to their remarks. The Director is requested to submit their remarks for the Officiating Chief Commissioner's perusal in order that the amount of interest which they have taken in education and their opinions upon the subject may be known. The Director of Public Instruction excuses himself for the length of his report on Upper Burma which for the reasons given in paragraph 139 of the report be found it difficult to compress. The Lower Burma report has been reduced from 69 to 60 pages, but the Upper Burma report is even longer than in 1890-91. The Officiating Chief Commissioner, while fully acknowledging the care and labour devoted to the compilation of both reports, trusts that now that public instruction in Upper Burma has ceased to be a novelty it will be possible next year to condense the report by leaving out the discussion of principles which are recognized. It is not, moreover, necessary to enter so much into the details of particular schools which have done nothing exceptional during the year. The inspection tours of the Director afford him a more convenient opportunity for expressing his opinion, on individual schools.

LOWER BURMA.

General results.

1. The number of schools, public and private, in existence at the close of the year was 6,148, or nearly 400 more than in the previous year. Of this total, 2,782 were public and 3,366 private institutions. As compared with the figures of 1890-91, there was a decrease of 97 in the number of schools classed as public. The falling off occurred under the head of Primary Vernacular Schools, but it may be noted that, though the actual number of schools of this class was smaller than in the previous year, the number of pupils rose from 74,763 to 79,606. In the previous year the Director explained the decrease of 223 primary schools, which that year showed below the total of 1889-90, as due to the fact that the visits of Inspecting Officers were made later than usual and at a time when the indigenous schools were abnormally empty, and he anticipated that the year now under report would restore the former total. The expectation has not been realized; the number of pupils in primary public schools in 1889-90 was 83,986, or 4,380 more than in the year of report. It appears that the decrease

is due to the removal from the public list of schools which taught no arithmetic. The Officiating Chief Commissioner under these circumstances does not view the reduction with regret. The number of Special Schools fell by two, but schools of all the other classes, which are shown as "public," increased in number, and with one exception had more pupils under tuition. Taking the number of public schools in the province as a whole, there were nearly 6,000 more pupils than in 1890-91.

The schools of the province classed as private institutions both increased in number and showed more pupils in attendance. Of 3,366 schools of this kind, 3,149 were secular and 217 were for religious instruction only. In the former class nearly 11,000 more pupils were taught than in the previous year. The requirement of arithmetic has thrown into this class of schools some which formerly were shown as public, and has prevented others from being recognized.

The following list shows the number of pupils under instruction in Lower Burma for the past five years :—

	Pupils.
1887-88	117,341
1888-89	121,672
1889-90	129,007
1890-91	115,297
1891-92	132,688

On the assumption that the figures for 1890-91 were, as was no doubt the case, an untrustworthy index to the condition and progress of education during that year, the educational growth of the lower province would appear from the above to be less fluctuating than the returns of the previous year indicated. At the same time it must be remembered that the work to be done is vast. According to the last census the population of Lower Burma was 4,658,627, and had increased since 1881 by 921,856. In 1881-82 the number of pupils under instruction was 89,950. The increase of population has therefore been 25 per cent., and the increase of pupils under instruction has been 48 per cent. Assuming the population of school-going age to be at both epochs 15 per cent. of the whole population, we find that the proportion of scholars to population of school-going age has risen from 16 to 19 per cent.

Financial.

2. The net expenditure by Government and local authorities on education was Rs. 6,54,149, or Rs. 16,515 more than in 1890-91. The increases over the figures of the previous year were largest under the heads of Secondary and Primary education, on which were spent respectively Rs. 7,669 and Rs. 4,342 more than in 1890-91, but there was also a rise of Rs. 3,338 in the expenditure on University education, due to a somewhat enhanced outlay on the salaries of the professorial staff of the Rangoon College. The introduction of new standards into the educational system of the province and the consequent rise in the quantity and value of grants earned, caused the increases in the expenditure on Secondary and Primary education. There were decreases under the heads of Special education and Scholarships. The latter decrease was due to the abolition of Upper Primary scholarships, to which reference was made in the concluding portion of paragraph 2 of last year's Resolution, and the former appears to have been occasioned chiefly by the closing of two Survey Schools in the province. The

Department spent Rs. 48,523 on buildings during the year as compared with Rs. 45,653 in 1890-91, the increase being mainly due to the heavy outlay in respect of the Shwegyin school-house. The increase in fee-receipts, which was commented on in last year's Resolution, was continued in the year under review. It amounted in all to Rs. 28,207, to which aided Secondary and Primary Schools contributed Rs. 23,005.

University education.

3. There is a satisfactory increase to record in the attendance at the Rangoon College during the year. The average number on the rolls was 44 as compared with 24, and the average daily attendance 42 as compared with 19 in 1890-91. The attendance at the High and Primary departments of the College fell to some extent, but this fall was numerically counterbalanced by a rise in the figures for the Middle School. The improvement in the attendance at the College was due to an increase in the number of passes in the Calcutta Entrance examination of the previous year. It was on that account satisfactory, but it has to be noted that 40 out of 44 students were holders of Government scholarships. All the 4 students presented for the B.A. examination were successful, as also were 11 of the 14 candidates who competed at the F.A. examination. In addition to the above, 34 Seventh Standard passes were obtained by pupils from the College.

Secondary education.

4. The number of High Schools in the province was increased by two, the institutions that were raised to this grade being the Rangoon Diocesan School and the Prome Municipal School, and the number of pupils studying at these schools rose from 2,820 to 3,398. There was an increase of one in Middle English Schools, but there was a decrease of 164 pupils in attendance. The Director explains that the decrease is due to the fact that the two schools raised to the High School grade took out of the returns for Middle Schools more pupils than the three newly graded Middle Schools brought in. The number of Vernacular Middle Schools rose from 17 to 22, and the number of pupils studying at them from 1,118 to 1,579. This increase, which was anticipated in last year's report, was occasioned by the reclassification of indigenous schools undertaken in the past year. At the Calcutta University Entrance and the Provincial Seventh Standard examinations 318 candidates were successful as compared with 217 in 1890-91 and 115 in 1889-90. The decrease in Entrance passes, which fell from 46 to 26, can hardly be said to have been fully explained by the Director. He admits that the year's results have in this particular been exceptionally bad, and explains the failure as due to the poor material upon which the teachers had to work. This fact can hardly, the Officiating Chief Commissioner considers, have been the cause, or even the main cause, of the very poor results. It is more probably due to the cause indicated by Mr. Pope in paragraph 47 of last year's report, namely, the want of care in preparing the candidates for the examinations especially in Municipal schools. It is satisfactory to notice that four pupils from the Akyab High School, which in the previous year presented no candidates for examination, passed the Entrance examination. It is equally to be regretted that the figures for the Bassein High School are no better than in 1890-91. The Chief Commissioner will be glad to receive from the Director of Public Instruction a special report on the desirability of abolishing the High department in the Bassein school The institution costs both the Muni-

cipality and the District Fund a considerable sum annually, and in view of the very meagre success which it has achieved, the necessity of maintaining it at its present standard appears open to doubt.

Primary instruction.

5. The number of Primary schools under inspection fell from 2,854 to 2,761. Of this total, 2,679 were indigenous aided schools, and the remainder were public institutions, 25 of which were under public and 57 under private management. The number of public schools under public management is shown as having fallen by two. The actual decrease was one only, as there was a mistake in the figures for the previous year. Public institutions under private management increased by eight schools, of which three were in Akyab town, and the attendance at this class of school rose from 4,426 to 5,197. The decrease in the number of indigenous aided schools, which fell from 2,778 to 2,679, is attributed, as already stated, to the removal from the list of a number of institutions at which no arithmetic was taught. There was an increase of seven Karen schools, but the number of Mahomedan schools fell from 21 to 7 and the number of pupils from 595 to 370. There was a net increase of 5,140 in the attendance at primary indigenous schools, but this rise merely brought the returns nearer the real normal attendance. Probably there was a decrease in real average attendance of at least 4,000 pupils, that being about the number by which the decrease shown in the returns of 1890-91 exceeded the increase shown in the returns of 1891-92. It is a very general complaint that attendance at the lay schools does not increase or that the pupils leave at too early an age. Perhaps something might be done to set free part of the time of the older pupils for agricultural work, and thus induce parents to keep their children longer at school. The Director is requested to consider the question.

The results-grants system for indigenous schools has continued to work satisfactorily. The arrangement by which the payment of results grants to monastic schools in money was revived did not come into force till the close of the year. There appears to be no doubt that by its revival the pôngyis of Lower Burma will be able to compete without disadvantage with their lay brethren. The various Teachers' Certificate systems remained unchanged throughout the year, but proposals were made before its close for modifying the existing rules connected with this subject and generally for improving the position of certificated assistant teachers. It has not been found practicable to make the services of teachers of this class pensionable, but the conditions of their service have been ameliorated by the payment of their travelling expenses on transfer. The condition of Indigenous education in the various divisions of the lower province has been dealt with at some length by the Director. Education is reported as not prospering in Arakan. The backward state of education in this division formed the subject of a special report towards the end of 1891 and the beginning of 1892. It was attributed by the Commissioner to the poverty of the people, to the fact that they require their children's services in agriculture, to the low standard attained by the monastic teachers, to the religious party-spirit prevalent in the division, and to some extent to the apathy displayed by the local officials in educational matters. Of the remedies suggested for bettering the existing state of things, the only one considered practicable by the Chief Commissioner was that of impressing upon the local officials the necessity of furthering educa-

tion by all means in their power. It is hoped that a certain impetus will be given to education by a scheme for the grant of special educational privileges to the sons of village headmen, the proposals for which emanated from the Arakan Division. There is indeed an increase in the number of indigenous schools in the Kyaukpyu and Sandoway districts, but it is deceptive. The new schools are *kyaungs*, of which the future efficiency is very doubtful. In Akyab district the number of schools decreased owing to the removal from the recognized list of those which taught no arithmetic, but the quality of instruction improved, as is shown by the increase in results grants. In the Pegu division the prospect of obtaining results grants is reported to have stimulated the monastic managers, but the effect has so far been unfavourable to the standard of education. The Director should communicate with the Commissioner of Pegu about the Paungdè Municipal Committee's breach of promises. The returns for Bassein and Henzada show less progress in numbers than those of the other two districts of the Irrawaddy Division, but the examinations were not unpromising. The interest displayed in education by the people of the Kyônpyaw township deserves recognition. It is also satisfactory to observe that Tavoy and Mergui in which educational progress has hitherto been slow, gave better returns. The Karen schools in the province continue to do good work. They show an appreciable increase both in the number of pupils under tuition and in the passes gained. The teaching of English in small rural schools should not be encouraged.

Education in special subjects.

6. There was a decrease of two in the institutions for special instruction due to the closing of Survey Schools at Mergui and Sandoway. The number of Normal Schools remained unchanged, as also did the total of pupils at the Akyab Normal School, but the Moulmein Normal School, to which an Anglo-vernacular class was added in the previous year, showed an increase of 12 pupils. The attendance at the Female Normal classes at Rangoon and Moulmein decreased, but they gained 11 passes against 10 in 1890-91. Fewer passes were gained by male students than in the previous year. The number of pupils at St. Peter's Bassein Industrial School fell from 51 to 18, but the institution is reported to have done good work and to have borne the test of examination satisfactorily. The establishment of an Engineering School in Rangoon was under consideration during the year, and after its close definite proposals were submitted for the orders of the Government of India. At the instance of the Educational Syndicate, a Law class was started in Rangoon and a lecturer appointed to deliver a course of Law lectures. The standard for the medical scholarships tenable at the Calcutta College was raised. In future no candidate will be selected unless he is able to enter for the University examinations. Owing partly to the expatriation involved and partly to the more immediately lucrative prospects available in other walks of life, the medical and engineering scholarships tenable in India have attracted little competition and have given on the whole poor results. Out of nine engineering scholars two resigned and three failed to qualify for a degree. The medical scholars were generally unable to enter for the University examinations owing to their imperfect general education: they were therefore examined and passed by the College staff. The money spent on these scholarships has not secured an adequate return.

Education of girls.

7. There was an increase both in the number of, and in the attendance at, the schools specially set apart for female education. The figures for the past two years were 66 and 73 respectively for schools and 2,181 and 2,220 for pupils. Of this total, only three schools with 88 pupils were under public management. No Entrance passes were gained by any girls during the year, though no less than 11 had been secured in 1890-91, but the number of Middle School passes was doubled. Upper Primary passes increased from 230 to 504 and Lower Primary passes from 696 to 2,888. Of the 20 candidates from the Dufferin Maternity Hospital presented for examination, 8 passed in sick-nursing and 12 in midwifery. The lack of female teachers, especially in the Karen schools, is still keenly felt.

General remarks.

8. The year under review is the first in which a full trial was given to the new standards and rules introduced in 1890, and the general result of the test was good. The chief events of the year have been commented on in the preceding paragraphs: it only remains to notice a few other points of importance, such as the making of drawing a compulsory subject in Government and Municipal schools, the opening of Kindergarten classes at several of the Normal schools, and the prescribing of a daily compulsory course of drill and gymnastics for all educational institutions under the control of the Director of Public Instruction. The subject of technical instruction has lately attracted much public attention. The Government should no doubt encourage instruction in crafts, especially in those which require artistic skill, but this encouragement can only affect a few boys, while it is possible at a small cost to teach a large number to use their senses and to make them generally handy. For this reason the Officiating Chief Commissioner attaches much importance to drilling, drawing, and manual training, and in next year's report the Director is requested to report fully on the progress made in these subjects. The position of Municipalities as regards education has been described by the Director in the opening paragraphs of his report. The gradual abolition of the system of Provincial contributions for general purposes has led some Municipalities to reduce their expenditure on education to the minimum allowed by law, and where the Municipal Fund was in really straitened circumstances, a Provincial grant in aid of Secondary education was made. The Director expresses a hope that next year education will be placed on a similar footing in all the Municipalities of the province. There is no doubt that Primary education is the first charge on that portion of Municipal revenues which is set aside for the various School Funds. In all large towns Secondary education should be self-supporting. In some of the smaller towns Government, for administrative as much as for educational reasons, may help to maintain Anglo-vernacular schools if the attendance is good and the receipts from fees reasonable. But these cases are to be regarded as exceptions to the general principle that if people want Secondary education for their children they must pay for it. In the Chief Commissioner's opinion there is no reason why most of the Municipalities in Lower Burma should not defray the whole of their educational expenditure without external aid. Where an appreciable proportion of the pupils under instruction at a Municipal school comes from the district, the Chief Commissioner will be prepared to sanction a contribution from the District Cess Fund towards education in the Municipality. Proposals were made

towards the close of the year for the creation of a fourth Inspectorship of Schools, and since the end of the year the new appointment has been sanctioned by the Secretary of State. The creation of this additional post has necessitated a general re-arrangement of the jurisdictions of Inspectors in both Upper and Lower Burma, which will be introduced when the officer selected by the Secretary of State arrives in the province. The Chief Commissioner takes note of the commendations bestowed by the Director in paragraphs 30, 31, and 79 of his report. Maung Aung Ban and Maung Mo, the township officers of Naaf and Kyauktan respectively, and Maung Po Bye, Subdivisional Officer, Henzada, are mentioned as taking an interest in educational work. The Chief Commissioner desires that the educational work of township officers may be briefly noticed in a separate paragraph in future reports.

Upper Burma.

General statistics.

9. The late census has shown the population of Upper Burma, excluding the Shan States and parts of the Bhamo and Katha districts, to be 3,063,426 persons. Statistics of age and education are, however, available only regarding 2,946,933 persons. The figure of 2,968,941, which has been entered by the Director in his Abstract Return (Table I), includes the Uyu township of the Upper Chindwin district, where the return of distribution between sexes was obtained, but the materials for the other detailed returns were destroyed. Taking therefore 2,946,933 as the total population, there are 173,838 boys and 179,050 girls above 4 and under 10 years of age, there are 169,506 boys and 169,377 girls over 9 and under 15 years, and there are 125,471 boys and 146,246 girls over 14 and under 20 years of age. The population of school-going age, taking 15 per cent. of 3,063,426, numbers 459,513 persons.

The number of schools classed as public institutions increased from 2,940 in 1890-91 to 3,401 in 1891-92, and of scholars in such institutions from 43,960 to 53,063. There are in addition 2,458 private schools with 10,277 scholars. The only schools in Upper Burma which are managed by Government are five Survey Schools with an average attendance in the year of report of 102 scholars. These schools are controlled by the Land Records Department and teach surveying to the sons of headmen and others. The survey and settlement operations in Upper Burma cause a great demand for surveyors, and it is very desirable that the demand should be, so far as possible, locally supplied. Secondary Schools increased in number from 9 to 13, and one of them, the St. Joseph's Convent Girls' School, attained to the grade of a High School by passing two pupils for the Eighth Standard. All the rest are classed as Middle English Schools. Except the Railway School at Yamèthin, which, presumably because it belongs to a *quasi*-commercial department of Government, has not been shown by the Director among Government schools but among privately-managed schools, all the Secondary Schools are managed by missionaries; four belong to the Roman Catholics, four to the American Baptists, two to the Church of England, and two to the Wesleyans. The average daily attendance at Secondary Schools increased from 327 boys and 59 girls to 537 boys and 76 girls. Primary Schools numbered 544 against 436, and attracted an average daily attendance of 13,078 pupils as compared with 9,257 in the previous

year. Parents are beginning to be not less anxious in Upper than in Lower Burma for their sons to learn English, and accordingly the number learning English increased from 844 to 897. The Officiating Chief Commissioner is glad to see that the increase was wholly in Secondary Schools. The English instruction which stops at the Fourth Standard is of little use to the scholar, and distracts the attention of the school-manager from vernacular work, which is better within his powers. The distribution of the scholars among the various stages of instruction was as follows:—in the high stage three, who were all girls; in the middle stage, 81 boys and 14 girls; in the upper primary stage, 512 boys and 77 girls; and in the lower primary stage, 47,934 boys and 4,326 girls, of whom all were reading printed books.

Financial.

10. The direct expenditure on public instruction was Rs. 67,056, and indirect expenditure absorbed Rs. 41,167 more. Inspection charges rose from Rs. 22,769 to Rs. 33,077, and building expenses fell from Rs. 36,550 to Rs. 1,169. In general it may be said that the proportions of direct and indirect expenditure in the year of report were the reverse of those for 1890-91, for, while in 1890-91 direct expenditure aggregated about Rs. 41,000 and indirect expenditure about Rs. 66,000, in the year 1891-92 direct expenditure was about Rs. 67,000 and indirect expenditure about Rs. 41,000. The change is significant of the fact that the stage of starting schools has been followed by the stage of maintaining them. The trifling sum of Rs. 1,020 was contributed by the Municipal Committees of Shwebo, Pakôk-ku, Yamèthin, and Pyinmana. In Upper Burma Municipal Committees have many objects on which to spend their money, and the Officiating Chief Commissioner is not disposed to encourage them to spend it on Anglo-vernacular schools. It has to be remembered that the funds of the Municipalities are gathered from all classes of the community, whereas the English-teaching schools benefit only the richer class. There is no objection to the assistance of primary education by Municipalities when they can spare the money, but for the present at any rate they should not spend money on secondary education. In scrutinizing the incidence of educational expenditure, the Officiating Chief Commissioner finds that the share borne by Government is very high. In 1891-92 Rs. 33,860 were contributed by Government to the support of aided schools, while fees in those schools brought in Rs. 11,192 and endowments and other sources produced Rs. 17,331. As compared with 1890-91, however, the progress is not altogether satisfactory, for though the fee-receipts have risen by Rs. 4,332, subscriptions have entirely disappeared and "other sources" have yielded Rs. 12,186 less. The total expenditure on general education by Government was Rs. 78,120, being 72 per cent. of the recorded aggregate of all educational expenditure, while in the previous year the Government share was only 63 per cent. The Officiating Chief Commissioner would like to see somewhat more attention paid to finance in the Director's report. Mr. Fryer desires to remind the Director that the policy of Government is to stimulate private effort by appropriate aid; but whereas the gross expenditure has only risen from Rs. 1,07,027 to Rs. 1,08,223, the net Government expenditure has risen from Rs. 67,502 to Rs. 79,210, including the small Municipal subventions.

The Officiating Chief Commissioner notes that Rs. 30,181 were devoted to primary education, against Rs. 11,415 in 1890-91, and he is aware that much

money, or the equivalent of money, is spent by private persons on primary schools which cannot appear in the returns; but the Director should be careful not to raise expectations of Government assistance which cannot be satisfied. The amount of results grants was Rs. 17,417, against Rs. 8,706 in the previous year. Next to Mandalay district, which got Rs. 5,146, the Sagaing district earned the largest share of this sum; it received Rs. 2,071, and the Shwebo, Lower Chindwin, and Myingyan districts took over Rs. 1,000 each. In most districts there was a very considerable increase, but the districts of Bhamo, Ruby Mines, Upper Chindwin, and Yamèthin retrograded.

Secondary education.

11. Thirteen schools were classed as High English and Middle English. There were still no Middle Vernacular Schools, but the Director hopes to register seven schools as such in the current year. The 13 schools passed 13 pupils by the Seventh and 2 by the Eighth Standards. They sent up altogether for all the Middle standards 28 more candidates than in 1890-91 and passed 26 more. The expenditure rose from Rs. 15,974 to Rs. 20,109. The largest school is the school of the S. P. G. at Mandalay; but the school of the highest grade was St. Joseph's Convent. The progress of secondary education is satisfactory, but it is necessary to remember that 239 out of 726 pupils in secondary schools are Christians, Hindus or Mahomedans, and that of the Buddhist pupils many are the sons of Lower Burman officials who are employed in Upper Burma. It would be interesting to know how many of the 132 pupils of the S. P. G. school at Mandalay are Upper Burmans. In the course of his recent tour the Officiating Chief Commissioner was struck with the small grasp of the meaning of English Readers which was obtained by most of the Burman scholars. Mr. Fryer attributes this to the fact that the Readers, though simple enough for English boys, deal with matters quite foreign to the experience of the Burmans and of no great interest in themselves. It would be better if the boys began with books which treat of the familiar objects and occurrences of Burman life, and later were set to read English books with some rational meaning in them.

Primary education.

12. The number of aided primary schools was 557, and the number of pupils in them was 13,732. These figures include the primary departments of Middle Schools. The schools managed by missionaries were, as before, 22 in all; two of those previously registered were transferred to the vernacular list and two were closed, but four new schools were opened. Monastic schools increased from 267 to 352, and lay schools from 153 to 180. The Officiating Chief Commissioner notes with satisfaction that 57 pupils from indigenous schools, of whom five were girls, passed the Fourth Standard. In the lower standards also the increase in passes is very marked; but as the Fourth Standard examination is by written papers, its results are particularly noteworthy as a guide to the condition of schools. The Officiating Chief Commissioner concurs in the policy adopted by the Director of insisting on the levy of school fees by lay managers. The people will of course take time to get used to the system, but it is the only way of raising the status of lay teachers and placing them on an independent footing. The superiority of the lay schools in the art of teaching is strikingly shown by the fact that 296 of them earned Rs. 9,329 in results grants, while 2,614 monastic schools earned Rs. 8,091. The number of certificated assistant teachers

at work in lay schools increased from 20 to 21 and in monastic schools from 5 to 20. Several schools are also waiting for teachers. As the future of primary education is practically in the hands of these young teachers, the Officiating Chief Commissioner believes that he need not impress on the Director the great importance of testing them sufficiently in the Teachers' Certificate examinations. Mr. Fryer is glad to see that five Upper Burmans were sent to the Moulmein Normal School during the year. Mr. Fryer had recently to reconsider the question of placing certificated assistant teachers in *kyaungs*. Undoubtedly a party in Mandalay is opposed to any secular teaching in the *kyaungs*, and just at present this party pushes its views with great persistence. It is not for Government to decide whether this party is right in point of doctrine. The Education Department can afford to wait, and the Officiating Chief Commissioner is glad to be assured that no pressure has been put upon individual *pôngyis* to receive certificated assistant teachers. The priesthood and the people must decide for themselves whether they will or will not use for real educational purposes, and not merely for theological instruction, the buildings which private beneficence has scattered over the country. The Education Department must stand by ready to provide teachers when asked to do so, but not forcing them on those who are wavering or reluctant.

Education in special subjects.

13. The attendance at the five Survey Schools decreased on the whole by 20, and that was also the figure by which the Yamèthin school declined. The Officiating Chief Commissioner desires the Director of Land Records to report the reason of this large decrease. A Railway Training School for teaching telegraphy and office routine has been opened in Mandalay. The Officiating Chief Commissioner would like to see more attention paid to the Kindergarten and Slöjd systems and to the training of hand and eye in general schools.

Education of girls.

14. In the report for 1890-91 the Director announced that several mission schools intended to admit girls along with boys. In fact two more mixed mission schools have been added to the list of girls' schools, but two have been removed from it, and the number of mixed Anglo-vernacular schools was increased by one only through the opening of the Railway School at Yamèthin. There was a considerable increase in the number of public schools which admitted girls; the mixed schools numbered 317 with 3,491 girls, against 245 schools with 2,583 girls in the previous year. The schools which are exclusively for girls increased from 61 with 754 pupils to 64 with 929 pupils. In the examinations for the Seventh and Eighth Standards girls obtained some conspicuous successes, but these girls were not, it may be presumed, natives of Upper Burma. In the primary standards, however, a considerable advance was made, and passes by the Fourth Standard rose from 7 to 16. The progress of girls' education, though not brilliant, was fairly satisfactory.

Education of special classes.

15. As in the previous year, there were 2 schools reserved for European girls only; a third European school was opened at Yamèthin for both boys and girls. These three schools instructed 87 pupils, and 37 more children of European descent were distributed among various mission schools. Fifty-four European pupils passed in the different standards. There is only one public school for Mahomedans, which is

in Mandalay; it contains 30 boys and 7 girls, and is reported to have worked satisfactorily. Forty-nine private schools for Mahomedans are known to the Department. The Manipuris have two public schools in Mandalay with 64 boys and one girl in attendance. The question of developing education in the Shan States is still under consideration, but the Officiating Chief Commissioner can say at once that the local Government, which does not directly administer the Shan States, has no intention of assuming responsibilities which belong to the Sawbwas. The establishment of Anglo-vernacular boarding schools for Chiefs' sons at Lashio and at the head-quarters of the Southern Shan States may be advisable for political reasons, but, if established, they must be nearly self-supporting. The American Baptist Mission School at Bhamo for Kachin boys and girls has advanced to the Fourth Standard, and 35 passes in the various standards were obtained by its pupils. A second Chinese school has been opened in Mandalay.

General remarks.

16. The work of Deputy Inspectors was moderately satisfactory. Maung Gyi in the Sagaing, Shwebo, and Ye-u districts, and Maung Môn in the Mandalay, Myingyan, and Kyauksè districts, were the most energetic. The Director should have no hesitation in pruning the travelling allowance bills of those officers who, as he reports, make unnecessary journeys in order to make money for themselves. Mr. Wells, the Inspector of the Upper Burma Circle, is very well reported on by the Director. Mr. Pope directed the operations of the Department with much energy and success.

By order of the Chief Commissioner,

F. C. GATES,

Junior Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1891-92.

Introduction.

During the year under review the new standards and rules, as laid down in the "Education Code," have been in force in all the schools of the province, Anglo-Vernacular and Indigenous. Practically this is the first year in which the new system, inaugurated in 1890, has been at work in its entirety.

2. It has brought about a great change for the better. We have now, and are gradually getting, better organization, better classification, and much more thorough work. As pointed out on a former occasion, the grants given are not less than they were under the old system; but they are given now for results produced by good work and good attendance combined, and not as formerly for attendance only, irrespective of work.

3. Inefficient schools may not like the change, and they may find they earn less. The remedy is in their own hands.

The gain to the cause of education in the province is seen not only now, but will be seen more and more each year.

4. What is now wanted is *fixity for a few years in both standards and rules*, so that schools may know where they are and what they have to work to; and *a strict watch to see that the standards and rules are strictly followed.*

I earnestly trust that no needless changes will be made, just because school-managers here and there will not work systematically up to the standard required, and think changes must be made to suit them.

It should be clearly understood that schools have to work up to the standards and rules, and that the standards and rules cannot and must not be brought down to the requirements and attainments of schools.

A school-manager finds it does not suit him to follow a rule, and he wants the rule changed to suit him. Under such circumstances we cannot expect good work, progress, or discipline.

Education in the province needs pulling up in every direction, and it must be our duty to see that the standards and rules laid down by the Government are strictly adhered to.

There should be no uncertainty or vacillation in this respect.

5. As this has been a year in which work has been done on the lines of a lately inaugurated scheme, rather than one in which new schemes have been started, the chief events of the year have in reality consisted in providing the means for working the scheme in its entirety.

(*a*) The Law class in the Rangoon College, the formation of which was proposed by me in my letter No. 1446-35A.F., dated the 29th October 1889, to the Chief Commissioner, has been opened.

(*b*) Proposals have been submitted for the opening of (i) an Engineering school for the training of Upper and Lower Subordinates in the province, and (ii) a Medical school for training Hospital Assistants.

(*c*) Drawing has been introduced as a compulsory study in the Government and Municipal schools.

(*d*) Kindergarten classes have been opened and a Kindergarten teacher provided for the Moulmein, Kemmendine, Morton Lane, and St. John's Convent Normal schools.

(*e*) A Normal school for European girls has been opened in connection with the St. John's Convent, Rangoon.

(*f*) The introduction of drilling, as laid down in Bell's Manuals, in the Government and Municipal schools.

6. The position and prospects of education in Municipalities have been greatly improved. Municipalities have nearly all of them cut their expenditure on education down to what they can really afford. Many have been obliged to reduce it to the minimum required, namely, 5 per cent., and this is spent on primary education; and secondary education, *i.e.*, the classes in the Middle and High Departments have been assisted from Provincial Funds, the basis of calculation being the cost of the teachers in these departments and one-fifth of the pay of the Headmaster. I hope that next year all the Municipal schools will be placed on this footing.

7. This arrangement gives security of tenure and a prospect of promotion to the teachers employed; it enables us to get better men for the work; it puts primary education on a sounder footing; and it allows for steady progress in education.

I should like to see the question of boarding establishments in connection with Municipal schools taken up. These are very necessary and can, under competent superintendence, be easily made self-supporting. Those in connection with the Rangoon College, the High schools at Moulmein, Bassein, and Akyab, are admirably managed and exercise a very wholesome influence over the students.

8. The question of the payment of Deputy Inspectors of Schools is still to be settled. At present a district, if its allotment towards the pay of the Deputy Inspector is Rs. 100, can have only a 3rd grade officer. It is often desirable to send to it a more experienced man, and under present arrangements we cannot do it. Again, in the interests of the public service it is often very desirable that a Deputy Inspector should be transferred, and we are met by the same difficulty.

I strongly urge that all the contributions from Municipalities and districts towards the salaries of the Deputy Inspectors be formed into a separate fund, and Deputy Inspectors be sent to districts, irrespective of their pay or the contribution towards it.

The cost to the State is not increased, and the mere apparent increase to the district should not stand in the way of a necessary reform of this kind.

The increase in one district is covered by the decrease in another, and the total cost remains the same.

9. I here give two tables showing the contributions from local sources towards education, the population, and the number of children from 5 to 14 years of age in the Municipal towns and in the districts of Lower Burma. The tables speak for themselves.

A.—*District Cess Funds.*

District.	District cess allotment for education, 1891-92.	Population.	Children between ages of 5 and 14.	
			Boys, 5—14.	Girls, 5—14.
	Rs.			
Akyab	18,180	416,305	53,300	48,483
Kyaukpyu	3,380	163,832	21,110	19,951
Sandoway	1,480	77,134	10,831	10,212
Hanthawaddy	21,900	267,039	33,838	32,030
Pegu	21,300	301,420	37,935	35,039
Tharrawaddy	15,000	347,454	48,166	41,762
Prome	8,700	360,252	45,920	44,946
Thôngwa	21,850	446,076	57,533	53,408
Bassein	19,670	475,002	63,556	59,277
Henzada	11,870	380,927	50,590	48,401
Thayetmyo	5,000	260,161	31,966	30,621
Amherst	12,420	417,312	58,420	53,203
Tavoy	4,690	94,921	12,864	12,107
Mergui	3,620	75,748	9,900	9,060
Shwegyin	7,500	198,521	26,910	24,607
Toungoo	6,390	162,132	21,505	19,648
Total ...	1,83,100	4,432,236	1,130,099	

B.—*Municipal and Town Committee Funds.*

Municipal Towns.	Municipal allotment for education, 1891-92.	Population.	Children between ages of 5 and 14.	
			Boys, 5—14.	Girls, 5—14.
	Rs.			
Akyab Town	10,000	37,938	2,286	1,974
Kyaukpyu	2,500	3,548	307	293
Ramree	3,000	3,086	294	302
Sandoway	2,300	2,531	354	275
Rangoon	50,000	180,324	13,488	11,662
Pegu	8,500	10,762	1,170	1,133
Thônzè	2,730	2,257	308	310
Zigôn	1,000	1,244	172	152
Gyobingauk	2,574	3,008	353	325
Letpadan	2,000	2,151	165	159
Prome	12,000	30,022	3,089	2,919
Shwedaung	5,740	12,424	1,452	1,443
Paungdè	5,700	10,233	1,382	1,331
Yandoon	9,200	20,235	2,058	1,903
Pantanaw	4,454	6,030	679	684
Ma-ubin	2,492	5,327	459	403
Danubyu	5,454	4,751	512	498
Bassein	24,500	30,177	2,865	2,528
Lemyethna	2,507	5,614	723	676
Henzada	19,500	19,762	2,103	2,033
Myanaung	4,000	5,489	599	631
Kyangin	4,300	8,116	1,028	972
Thayetmyo	2,800	17,101	1,667	1,501
Allanmyo	5,600	9,012	1,271	1,104
Tavoy	9,000	15,099	2,106	2,007
Mergui	7,300	10,137	1,197	1,158
Shwegyin	7,500	8,754	1,105	1,098
Toungoo	8,550	19,232	2,320	1,950
Total ...	2,25,201	484,364	86,936	

10. The "Teachers' Associations" in Rangoon and in Moulmein, referred to in last year's report, have been successful, and I hope that each year they will be more so.

(*a*) In Rangoon the Rangoon College, the Baptist Mission College, St. Paul's High school, the Diocesan High school, St. John's Convent, American Baptist Mission Sgau-Karen school, Methodist Episcopal Girls' school, American Baptist Mission school, Kemmendine, Municipal Girls' school, St. Phillip's school, American Baptist Mission school, Dalhousie street, St. Mary's school (L. A.), Lutheran Mission school, and Cantonment Anglo-Vernacular school have joined.

The following is the list of papers and lectures :—

"On Discipline," by Mr. Browne, Diocesan High school.
"A Model Reading Lesson," by Mrs. Bailey, American Baptist Mission school, Dalhousie street.
"Training Colleges," by Mr. Knight, Rangoon Collegiate school.
"Examinations," by Mr. Rose, Principal, Rangoon College.
"Primary School Teaching and Kindergarten," by the Director of Public Instruction.
"A Model Reading Lesson," by Miss Rawlings, Methodist Episcopal school.
"Tonic Sol-fa Teaching," by Mr. Sherriff.
"Burmese Superstitions," by Mr. Finlay, Rangoon Collegiate school.
"The Kindergarten System," by Dr. Alice B. Stockham.

(*b*) In Moulmein all the schools in the town have joined and the following is the list of papers and lectures :—

"Preparation of Daily School Work," by Rev. J. Fairclough.
"How to teach Arithmetic," by Maung Tun, 2nd Master, Normal school.
"How to teach Reading," illustrated by a lesson given to a class by Miss Whitehead, Morton Lane Normal school.

The need is still felt everywhere in the province for better teachers. I hope, under the new system of teachers' tests which have been introduced, we shall by degrees get them.

11. The introduction of drilling, as laid down in Bell's Manuals, has done much good in Government and Municipal schools. Aided schools are rapidly introducing it as well. The effect on the behaviour and bearing of the pupils, and on the discipline and order in the schools, has been very striking. Even girls' schools are finding it to their advantage to introduce it.

SECTION I.

General and Statistical Summary.

12. The following is a comparative statement of all the statistics of educational institutions of all kinds in Lower Burma :—

Name of institution.	1890-91.		1891-92.		1891-92.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
PUBLIC INSTITUTIONS—					
University Colleges	1	25	1	44	44
High English schools...	9	2,820	11	3,398	309
Middle English schools	34	3,793	35	3,629	103
Middle Vernacular schools	17	1,188	22	1,579	72
Primary	2,735	72,620	2,625	77,543	30
Special	20	568	18	456	25
Female	63	3,416	70	3,730	53
Total Public Institutions ...	2,879	84,430	2,782	90,379	...
PRIVATE INSTITUTIONS—					
Advanced teaching	...	...	...	...	...
Pali	...	...	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary teaching or Vernacular only or mainly ...	2,722	28,843	3,149	39,498	12
Other schools not conforming to departmental standards, for religious instruction only.	166	2,024	217	2,811	12
Total Private Institutions ...	2,888	30,867	3,366	42,309	...
GRAND TOTAL ...	5,767	115,297	6,148	132,688	...

13. The college attendance has increased by 19 students. By raising the grade of the Diocesan schools, Rangoon, the Municipal school, Prome, and the American Baptist Mission Sgau-Karen school, Bassein, the number of High schools becomes 11, with a corresponding increase of pupils.

14. Middle English schools show an actual increase nevertheless of one. St. John's school, Akyab, the American Baptist Mission Karen school at Moulmein, and the American Baptist Mission school at Prome, were registered as 7th standard schools, and the Mergui Municipal school, which was registered as a High school, was made a 7th standard one. Ramree has been opened again, but as a 4th standard school, and the schools at Lemyethna, Pantanaw, and Myanaung have been registered to the 7th standard.

The American Baptist Mission English school at Toungoo has ceased to exist, and the Anglo-Vernacular Mixed Methodist school, Rangoon, has been reduced to the Primary grade.

15. The number of pupils in the Anglo-Vernacular Middle schools has decreased by 164, because the schools that have been raised to the High school grade are large ones, and have taken away a larger number of pupils from the Middle school list than have been replaced.

16. Vernacular Middle schools have increased by 5 and the pupils by 391

There will be further fluctuations under this head. Several of these schools pass no pupils by the 7th standard, and it will be necessary to strike them off the grade. The fitness of several of the Vernacular Middle schools for their grade is very doubtful.

Vernacular education beyond the Primary stage is not somehow much sought after, especially in the neighbourhood of towns, whither the boys go, after passing the 4th standard, to learn English.

17. Primary schools show a decrease of 110 schools, but an increase of 4,923 pupils. The loss in schools is chiefly due to the large number of elementary Vernacular schools that we have had to transfer to the unrecognized grade.

There has, however, been no retrogression, educationally. These schools outside the grade will by degrees work up and get in.

18. The special schools are two less owing to the abolition of two Survey schools.

19. Under female education the figures show an advance. Schools solely for girls have increased by 7 and the pupils by 314. This is a decided improvement on last year.

20. The following is the classification of schools according to their management:—

Class of school.	1890-91.		1891-92.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
UNDER PUBLIC MANAGEMENT—					
Maintained by the Department	21	1,503	21	1,421	
Maintained by Municipal Boards ...	25	2,150	21	1,997	
UNDER PRIVATE MANAGEMENT—					
Aided by Grant-in-Aid Rules of 1890 ...	52	5,942	59	6,653	
Aided under the Rules for Indigenous Schools.	940	36,190	1,079	43,318	
Unaided	1,841	38,645	1,602	36,990	
Total ...	2,879	84,430	2,782	90,379	
Private Institution of indigenous instruction ...	2,888	30,867	3,366	42,309	
GRAND TOTAL ...	5,767	115,297	6,148	132,688	

21. (*a*) Schools maintained by the Education Department are the same as last year. The Sandoway Survey school was abolished during the year, but its place as a Government school has been taken by the Toungoo Survey school, which up to last year was a Municipal one. Among the 21 schools shown as maintained by Government are 11 Survey schools and the Insein Mechanical Engineering school.

(*b*) Of the 25 schools maintained by Municipal Boards in 1890-91, three have been closed, namely:—

Municipal Girls' school, Shwedaung,
Municipal Boys' school, Kawkareik,
Survey school, Mergui,

and one has been transferred, as above stated, from Municipal to Government management under the Director of Land Records.

(*c*) Grant-in-aid schools have increased by 7 and have 711 more pupils. The new schools are:—

Moulmein, American Baptist Mission Tamil; Toungoo, American Baptist Mission Paku Karen; Ma-ubin, Anglo-Vernacular; Insein, Railway Anglo-Tamil; St. John's, Akyab; St. Anne's Convent, Akyab, and the Bishop's Home, Rangoon.

(*d*) Vernacular schools aided under the Indigenous School Rules have increased by 139 and the pupils in them by 7,128.

22. The following statement gives the classification of the pupils according to the stages of instruction they are in :—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage. Reading printed books.			Lower Primary stage. Not reading printed books.			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English ...	15	3,945	201	18	219	1,047	158	1,205	1,173	145	1,318	1,001	[illegible]	[illegible]	...	...	...	[illegible]	[illegible]	[illegible]
Middle English ...	44	4,199	...	..	...	767	80	847	1,146	186	[illegible]	[illegible]	[illegible]	[illegible]	...	..	.	[illegible]	[illegible]	4,199
Middle Vernacular	29	2,129	...	...	...	159	119	278	385	126	511	957	[illegible]	[illegible]	...	...	...	1,501	[illegible]	[illegible]
Primary ...	2,675	79,606	...	...	...	215	13	[illegible]	2,697	[illegible]	[illegible]	[illegible]	[illegible]	76,14	...	...	...	[illegible]	[illegible]	[illegible]
Total ...	2,763	89,879	201	18	219	2,188	370	2,558	5,401	[illegible]	[illegible]	[illegible]	12,817	[illegible]	...	...	...	[illegible]	[illegible]	[illegible]

23. The following statement summarises the foregoing figures and gives those of the previous year for comparison :—

Stage.	Number of pupils. 1890-91.	Number of pupils. 1891-92.	Increase.	Decrease.
High	220	219	...	1
Middle	2,193	2,558	365	...
Upper Primary	5,806	6,396	590	...
Lower Primary reading printed books ...	46,986	80,706	33,720	...
Lower Primary not reading printed books ...	28,632	...	...	28,632
Total ...	83,837	89,879	6,042	...

24. (*a*) The pupils in the high stage are one less. This is due to the small number of passes last year by the 7th standard. I would like to see larger numbers, and we shall have them by degrees. It is no benefit to higher education to let into the 8th standard a large number of ill-prepared students, whose work in the 8th and 9th standards will be a sorrow to themselves and their teachers, and will land them in ultimate failure at the Entrance examination.

(*b*) The increase in the number of those in the Lower Primary stage who use printed books and the decrease in those who do not, is a very healthy sign.

It is due entirely to the fixing of definite standards in the Lower Primary stage, *i.e.*, I and II.

(*c*) In the middle stage the increase is not large, but I had rather see it small and the promotion to this stage well-earned. Rottenness in the lower stages will only tell unfavourably on the higher.

25. The number of pupils in all classes of institutions aided and unaided is shown in the following statement for each district in the province.

Division.	District.	In Public Institutions.								In Private Institutions.				Grand Total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Arakan	Akyab	...	...	342	476	3,203	2,454	67	64	3,612	2,994	...	...	2,772	5,054	2,772	5,054	6,384	8,048
	Kyaukpyu	...	...	118	96	157	356	25	19	300	471	...	...	1,309	963	1,309	963	1,609	1,434
	Sandoway	...	...	72	153	391	545	11	...	474	698	...	...	560	393	560	393	1,034	1,091
	Arakan Hill Tracts	...	...	...	...	15	17	...	...	15	17	...	...	...	...	..	...	15	17
Pegu	Rangoon	...	25	3,658	3,952	3,021	4,053	65	74	6,709	8,153	...	...	1,262	1,939	1,262	1,939	8,031	10,092
	Hanthawaddy	...	...	56	...	5,805	7,017	77	73	5,938	7,090	...	...	2,950	2,715	2,950	2,715	8,688	9,805
	Pegu	...	...	139	98	5,999	6,600	47	28	6,185	6,735	...	...	2,555	4,461	2,555	4,461	8,740	11,196
	Thanrawaddy	...	...	87	59	4,983	6,118	26	21	5,096	6,198	...	..	550	484	550	484	5,646	6,682
	Prome	...	...	523	365	6,547	8,068	36	27	7,406	8,460	...	...	1,445	1,636	1,445	1,636	8,851	10,096
Irrawaddy	Thongwa	...	...	164	453	8,461	10,626	19	24	8,644	11,303	...	...	1,416	2,152	1,416	2,152	10,060	13,455
	Bassein	...	...	804	763	8,032	7,823	84	45	8,940	8,651	...	...	2,079	2,169	2,079	2,169	11,019	10,820
	Henzada	...	...	371	442	5,425	4,414	24	23	5,820	4,879	...	...	892	3,873	892	3,873	6,712	8,752
	Thayetmyo	...	...	193	172	5,910	7,848	...	...	6,103	8,020	...	...	634	500	634	500	6,737	8,520
Tenasserim	Moulmein	...	...	1,271	1,134	1,466	1,461	53	46	2,790	2,941	...	...	883	1,182	883	1,182	3,673	4,123
	Amherst	...	...	69	50	2,741	3,176	...	...	2,810	3,226	...	...	5,009	4,719	5,009	4,719	8,419	7,945
	Shwegyin	...	...	310	391	5,904	2,579	...	...	6,214	2,970	...	...	649	4,518	649	4,518	6,863	7,488
	Tougoo	...	...	661	945	4,893	4,315	23	12	5,477	5,272	...	...	1,243	1,403	1,243	1,403	6,720	6,675
	Tavoy	...	...	219	297	951	1,063	...	...	1,170	1,360	...	...	2,602	3,019	2,602	3,019	3,772	4,379
	Mergui	...	...	117	107	461	793	11	...	609	900	...	...	1,376	1,069	1,376	1,069	1,985	1,969
	Salween	...	...	...	...	58	41	...	...	58	41	...	...	61	60	81	60	139	101
	Total	...	25	44	9,074	10,273	74,763	79,606	568	456	84,430	90,379	...	...	30,867	42,309	30,867	42,309	115,297	132,688

26. The following table gives a comparative statement of the expenditure for the last two years. The statement shows not only the public expenditure, but that from private sources, such as tuition fees and contributions to all public schools; it also includes charges for school-buildings :—

Head of expenditure.	1890-91.		1891-92.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	36,953	38,393	40,291	42,781
Secondary	1,36,869	2,97,602	1,44,538	3,36,181
Primary	1,59,758	1,77,068	1,64,100	1,80,779
Female	37,307	90,076	33,623	98,322
Special	33,363	44,321	32,266	16,842
Scholarships	22,412	22,412	20,910	20,910
Buildings	45,653	76,509	48,523	79,818
Furniture and apparatus	772	4,770	1,514	7,880
Miscellaneous	62,388	64,888	64,008	69,678
Superintendence	1,02,159	1,02,159	1,04,376	1,04,376
Total ...	6,37,634	9,18,198	6,54,149	9,87,567

The net Government expenditure shows an increase of Rs. 16,515 made up as follows:—

(*a*) The Educational Syndicate expenditure for Collegiate instruction has increased by Rs. 3,338, due chiefly to salaries of the professorial staff entertained to take the places of Dr. Forchhammer, Dr. Romanis, and Mr. Wells.

(*b*) Secondary education shows an increase of Rs. 7,669, Primary of Rs. 4,342, while Special shows a decrease of Rs. 1,097. The increase under the first two heads is mainly due to larger grants having been earned by schools of these grades, consequent on the introduction of the new standards.

(*c*) Scholarships show a further decrease during the year of Rs. 1,502, due as last year to the abolition of Lower Primary scholarships, and also, during the year under report, of Upper Primary scholarships.

(*d*) Expenditure on buildings shows an increase of Rs. 2,870 over last year's figures. This is accounted for by the construction of a new school-house at Shwegyin. The expenditure on "Furniture and Apparatus," "Miscellaneous," and "Superintendence" also shows slight increase over last year's figures, but calls for no special remarks.

(*e*) It is encouraging to find that the fee receipts in all classes of institutions show another substantial increase of Rs. 28,207 over last year's income from the same source. Aided Secondary and Primary schools show a total of fee receipts amounting to Rs. 95,373, or an increase of Rs. 23,005 over last year's figures.

Government and Municipal schools also show an advancement in their fee receipts of Rs. 5,142 over the figures of 1890-91.

SECTION II.

Controlling Agencies.

27. Mr. Goss acted as Inspector of Schools, Eastern Circle, until the 9th February, when Mr. Hodson resumed charge from him on his return from furlough. On the 23rd March Mr. Goss was granted 3½ months' privilege leave, and Mr. Hodson was placed in charge of both circles of inspection.

Mr. Moss, Acting Inspector of Schools, Western Circle, was recalled to his substantive appointment in India, and left this on the 2nd February 1892. During the interval between the 2nd and 9th February Mr. Goss had charge of both circles.

28. The statement showing the distribution of the Inspectors' time is here given :—

Name of officer.	Days in charge.		Days spent on general work at headquarters.	Days spent on tours of inspection.	Days spent on inspection at headquarters.	Number of inspections made.
	Eastern Circle.	Western Circle.				
Mr. Hodson	51*	...	20	30	1	32
Mr. Goss	315†	43	99	238	21	179
Mr. Moss	...	307	113	170	19	117

* Including 8 days in charge of both circles. † Including 7 days in charge of both circles.

29. A scheme has been submitted by me for an increase in the number of Inspectors of Schools and a re-distribution of the work between Upper and Lower Burma.

I am anxiously awaiting the decision of Her Majesty's Secretary of State for India. Two Inspectors in Lower Burma and one in Upper cannot inspect as they ought; the extensive area, the large number of schools, and the necessity for careful, minute, and systematic work make it impossible.

As I have pointed out on other occasions, the time of Inspectors is taken up with the work at the headquarters of the several districts, and the districts themselves are not inspected anything like what they should be, if Primary education is to spread and improve.

30. I was sorry to lose the services of Mr. Moss. He was a good officer and had got to know his work.

Mr. Goss did good work during the year. His experience stood him in good stead whenever he was left in sole charge of the two circles.

Mr. Hodson has since his return from furlough made a careful inspection of the Indigenous schools in Rangoon, and made some valuable suggestions in connection with them. These schools need more constant and systematic inspection by the Inspectors of Schools, and should not be left entirely to the Deputy Inspector.

31. All the circles of inspection, except the Karen, remain unchanged, and amongst the Deputy Inspectors of Schools few transfers have been made.

A Sub-Inspector has been appointed for Mergui and for Sandoway.

Instead of three Karen circles of inspection, there are now four. Pegu division forms a complete inspection charge without Thôngwa; Bassein district forms a complete charge without Henzada; Thôngwa and Henzada added to Thayetmyo form a new circle; Tenasserim and Toungoo remain unaltered. It will be necessary to appoint a Sub-Inspector of Schools for each of these circles; the work is more than one man can do. The newly appointed Karen Deputy Inspector Maung Shwe Ni has begun well at Bassein.

Maung Po Kya, Deputy Inspector, Moulmein Town, who was degraded last year, is now under suspension for persistent negligence.

I should like to see better work from Maung Nga Me Gri, Kyaukpyu, and Maung Pa, Thôngwa (Karen).

The annual reports prepared by the Deputy Inspectors are, Mr. Hodson reports, the best he has read since he has been in Burma.

Maung Po Maung, Prome; Maung Tu, B.A., Shwegyin; Ainuddin, Akyab; Maung Lu, Pegu (Karen); Maung Shwe Ni, Bassein (Karen), and Maung Phru, Tharrawaddy, deserve special mention for their work.

32. The following table shows the work of the Deputy and Sub-Inspectors of Schools :—

Name.	Circle.	Days in charge.	Days spent		Days on inspection		Visits made		
			At headquarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	Total inspections.
Deputy Inspector of Schools.									
Maung Po Win	Rangoon Town	154	154	...	73	...	115	...	115
Maung Tun Hla (II) ...	Do.	62*	62	...	30	...	35	...	35
Maung San Ye	Do.	150†	150	...	114	...	227	...	227
Maung Bwa	Hanthawaddy	366	93	273	5	273	...	649	649
Maung Po Maung	Prome	366	188	178	62	150	137	659	796
Maung Pru	Tharrawaddy	366	157	209	2	177	2	367	369
Maung San Yo	Pegu	216†	87	129	39	116	36	358	394
Maung Tun Hla (II) ...	Do.	150	48	102	27	77	33	271	304
Maung Tu	Shwegyin	366	199	167	53	129	86	361	447
Maung Pa Ha	Toungoo	366	199	167	66	167	57	341	398
Maung Shwe Hmon ...	Amherst district	264†	97	167	9	151	...	269	269
Maung Po Kya	Do. and Moulmein Town.	92	74	18	59	17	107	149	256
		Returns incomplete and unsatisfactory.							
Maung Weik	Moulmein Town	51	51	...	36	...	81	...	81
Maung Tun On	Tavoy and Mergui	366	193	173	71	137	176	360	536
Ainuddin	Akyab	366	193	173	19	139	57	677	734
Maung Nga Me Gri ...	Kyaukpyu and Sandoway ...	366	106	260	8	145	16	293	309
Maung Po Nwe	Bassein	366	188	178	43	165	71	349	420
Maung Tun Hla (I) ...	Henzada	306†	150	156	52	135	92	401	493
Maung Po Kyin	Do.	60	17	43	4	25	13	115	128
Maung Po Tu	Thôngwa	366	137	229	7	154	12	640	652
Maung Paw Din	Thayetmyo...	366‡	183	170	51	146	59	551	650
Maung Lu	Pegu division	366	68	298	14	219	...	275	275
Maung Nyan Kyai ...	Tenasserim division	366	67	299	2	265	11	306	317
Maung Shwe Ne	Bassein	366	94	272	13	245	13	328	341
Maung Pa	Thôngwa, Henzada, and Thayetmyo.	366	78	288	23	248	36	214	250
Sub-Inspectors of Schools.									
Maung Po Gywe	Mergui	321	166	155	94	95	136	180	316
Maung Than	Sandoway	Owing to illness did not join his appointment and no substitute was appointed.							

* Was acting in Upper Burma. | † Was on leave. | ‡ Was on Casual leave 13 days.

Judging from the above table, the Deputy Inspectors have been out in their districts ; but I fear many of them are beginning to keep to beaten tracks and to follow the railway lines and rivers. They need to go more into places *where there are no schools*, and see what they can do towards extending Primary education.

SECTION III.

University Education.

33. The Rangoon College is the only college in the province. The St. John's College (S. P. G.) and the Baptist Mission College have not been affiliated to the Calcutta University.

34. The Principal has submitted the following report :—

"The following statement compares the average number of students of the College and the Collegiate school on the rolls and the average attendance during the past two years :—

Department.	Average number on the rolls.		Average daily attendance.	
	1890-91.	1891-92.	1890-91.	1891-92.
College	24	44	19	42·0
High school	79	69	57	54·2
Middle school	200	244	147	194·3
Primary school	411	383	331	316·3
Total ...	714	740	554	606·8

"The institution shows on the whole a considerable increase both in the average number on the rolls and the average daily attendance during the year.

"The year closed with 44 on the rolls of the College department, 70 on the rolls of the High school, 279 on the rolls of the Middle school, and 338 on those of the Primary school, making in all a total of 731 students in the whole institution.

"There has been a substantial increase in the College and Middle departments: the first owing chiefly to the increase of passes in the Calcutta Entrance examination of the preceding year, and the second due to a great extent to the large number of pupils sent up from the Primary school both in December 1890 and December 1891.

"On the other hand, the High school and Primary school show somewhat decreased numbers, the first owing to a succession of failures throughout the province in the Middle school examination combined with the opening of several new High schools; the second partly on account of the drain caused by the large number of passes in the 4th standard, and partly because the ease with which boys can pass the first two standards tempts parents to send their children for one or two years to cheaper schools, thus; while all the standards from the 3rd to the 6th have increased considerably during the year, there has been a notable falling off in the 1st and 2nd standard classes.

"The College presented this year 4 students for the B. A. examination, this being the largest number as yet sent up from this department; of these all passed.

"For the F. A. examination 14 candidates were presented, of whom 11 passed. From the High school 33 were presented for the Matriculation examination, of whom 14 passed.

"Seventy-two Anglo-Vernacular candidates were presented for the 7th standard examination; of these 34 were successful. The only three scholarships awarded fell to boys from this school.

"The Primary school was examined during the year in accordance with the standard rules. The results were:—

	I Standard.	II Standard.	III Standard.	IV Standard.
Number presented	65	93	88	97
Number passed	58	92	84	95

"The average age of the pupils in the College is 18, in the High school 16½, in the Middle school 14½, and in the Primary school 11½.

"The following table gives statistics as to the race and the religion of the students in the Rangoon College and associated schools on the 31st March 1892:—

Race.	No.	Religion.	No.
Europeans and Eurasians	48		
Burmans	521	Christians	79
Chinese	95	Buddhists	596
Natives of India	60	Hindus	24
Karens	6	Mahomedans	30
Jews	1	Zoroastrians	2
Total ...	731	Total ...	731

"The following are the chief changes which have taken place in the teaching staff of the College and its departments:—Mr. Stanley Shaw, L.LD., took over charge of the post of English Lecturer; Maung Kyi O, B.A., resigned his post of 2nd Assistant to the Science Lecturer, and Maung Aung Thein was appointed to fill the vacancy.

"The staff of the High school remained unaltered.

"In the Middle school Mr. Laycock, the Headmaster, left on sick leave for one year and Mr. O. White was appointed to officiate in his place, Mr. R. Evers receiving the temporary appointment of 7th Master. The increasing numbers in this department rendered it necessary for the Educational Syndicate to increase the staff; in consequence Mr. J. Reynaud, on a salary of Rs. 125 to Rs. 150 per mensem, was added to the establishment.

"In the Primary school Maung Hpay, 6th Assistant Master, resigned his post, which was filled by the promotion of Maung Tha Yah, 7th Master. Mr. Sartorius was chosen to fill the vacancy so caused.

"In the College and High school the curriculum was that prescribed by the Calcutta University. In the Middle and Primary schools the work was based upon the seven provincial standards.

"The number of boarders on the books on the 31st March 1892 was 127.

"The total expenditure during the year amounted to Rs. 10,171-14-8 and the receipts to Rs. 10,470-8-0. There was thus a saving of Rs. 298-9-4 during the year in the boarding department.

"This department has been most successfully managed during the year by Mr. O. White. The accommodation is at present considerably below the demand.

"The College Volunteer Cadet Corps continues under the command of Captain W. J. Redmond, Mr. W. Leonard and Mr. C. Niccolini being the Lieutenants of the company.

"The total strength on the 31st March 1892 was 62, distributed as follows :—

	Officers.	Non-Commissioned Officers.	Privates.	Total.
Rangoon College	2	5	21	28
St. Paul's High school	1	5	28	34

"There were 59 who made themselves efficient during the year.

"In athletics the College was very successful during the year.

"The football and cricket teams played numerous matches, and in the Inter-school Athletic Meeting this school carried off the senior challenge shield and tied for the junior.

"We still feel, however, very much the want of a proper playing field and of a gymnasium."

35. The last two years' results of the F.A. and B.A. examinations are shown in the following tables :—

F.A. Examination.

1890-91.			1891-92.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
8	5	62·5	14	11	78·6

B. A. Examination.

1890-91.			1891-92.		
Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
1	1	100	4	4	100

It would be well if the Principal, in next year's report, were to show the number of students in each class and the number sent up for each examination—7th standard, Entrance, and F.A. and B.A. This would give a better idea of the work done.

I notice that of the students who pass the Entrance and F.A. examinations, very few, if any, continue their studies unless they get scholarships. The Government is spending a large sum each year on the College, both as ordinary expenditure and as bonuses for passing students with little or no return in the shape of fees.

I do not consider the fees paid by scholarship-holders as income. Eight out of eight students in the B.A. class and 32 out of 35 in the F.A. classes held scholarships paid by Government.

I trust that in time with larger passes in the 7th standard, with the better arrangements for 8th and 9th standard work, and with the necessity there is for candidates for employment to pass the Entrance examination, that the Entrance classes will be fuller; but I see no immediate prospect of the College proper (*i.e.*, the F.A. and B.A. classes) being larger.

The Middle department of the Collegiate school might, I think, have done better in the 7th standard examination, considering the staff it has; 34 passes out of 72 is not as good a result as might be expected.

I am not surprised to see a falling off in Standards I and II. These standards were purposely made easy in both Vernacular and Anglo-Vernacular schools to encourage small schools all over the province.

Mr. Rose and his colleagues in every department have done thoroughly good work, and the College and Collegiate school have maintained their high position.

36. As I stated in last year's report, I trust that when the period for which the Rangoon College has been handed over to the Educational Syndicate to manage comes to an end, the College proper (*i.e.*, the B.A., F.A. and Law classes) will be separated from the "Collegiate school" (*i.e.*, Standards I—IX inclusive). The latter should be placed under a competent Headmaster, and with a grant-in-aid be made self-supporting under the management of the Educational Syndicate, or any other body the Government may appoint; while the College, which is at present, and will be for a very long time to come, supported entirely by the Government, should be made a Government institution.

SECTION IV.

Secondary Education, Upper and Lower, Standards V—IX (inclusive).

37. The following statement shows the classification of the Anglo-Vernacular and Vernacular Indigenous Boys' schools in which secondary instruction is given, and the number of the pupils in attendance, during the last two years:—

Classification of schools.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Maintained by the Department	2	947	2	907
Maintained by Municipal Boards	3	503	3	652
Aided under the Grant-in-aid Rules of 1891 ...	4	1,370	6	1,839
Unaided	...	...	...	...
Total ...	9	2,820	11	3,398
Middle English—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	12	1,176	14	1,125
Aided under the Grant-in-aid Rules of 1890 ...	22	2,617	21	2,504
Unaided	...	...	...	...
Total ...	34	3,793	35	3,629
Middle Vernacular—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules of 1890 ...	...	...	...	...
Aided under the Rules for Indigenous Schools ...	17	1,188	22	1,579
Unaided	...	...	...	...
Total ...	17	1,188	22	1,579
Grand Total ...	60	7,801	68	8,606

The total number of institutions has increased by 8.

The number of High schools has been increased by 2 owing to the raising of the grade of the Diocesan schools, Rangoon, and the Municipal school, Prome.

Middle English schools have increased by 1, but show a decrease in pupils of 164.

The schools that were raised to High school grade took away more pupils than the schools raised to Middle grade brought in. But when it is taken into consideration that last year's report showed a decrease of 762 pupils, it will be seen that in reality the Middle schools show a larger attendance this year.

Under the new classification, the Vernacular Middle schools have increased by 5 and the pupils by 391. Care has been taken not to admit Indigenous schools to the Middle school stage, which might, in consequence of the raising of grade, do injury to the Primary education they give in Standards I—IV.

38. The following are the results of the Calcutta University Entrance and the Provincial 7th standard examinations for the year under report and for 1890-91:—

Class of institution.	1890-91.			1891-92.		
	Entrance, 9th standard.	Middle, 7th standard.	Total.	Entrance, 9th standard.	Middle, 7th standard.	Total.
From public schools under public management ...	27	104	131	21	140	161
From public schools under private management aided under the Grant-in-aid Rules of 1890.	19	62	81	5	143	148
From public schools under private management and aided under the Indigenous School Rules.	...	5	5	...	35	35
Total ...	46	171	217	26	318	344

39. The following comparative statement shows the schools which succeeded in passing candidates for the Calcutta University Entrance examination during the last two years:—

Name of school.	1890-91.				1891-92.			
	Division.				*Division.*			
	First.	Second.	Third.	Total	First.	Second.	Third.	Total.
Rangoon College	1	12	8	21	3	8	3	14
Akyab High school	...	...	...	...	...	3	1	4
Moulmein High school	2	1	2	5	1	1	...	2
Bassein High school	...	1	...	1	...	...	1	1
St. Paul's Institution, Rangoon	...	1	1	2	...	4	...	4
St. John's College, S.P.G., Rangoon ...	...	2	1	3	...	...	1	1
Baptist College, Rangoon	...	1	1	2	...	...	...	...
St. John's Convent, Rangoon	...	3	3	6	...	...	...	...
St. John's Convent, Moulmein	1	1	3	5	...	...	...	...
St. Patrick's school	...	1	...	1	...	...	...	...
Total ...	4	23	19	46	4	16	6	26

40. The following table gives a list of Secondary schools from which pupils passed the Entrance and the 7th standard examinations during 1890-91 and 1891-92 :—

Division.	District.	Name of school.	1890-91.			1891-92.		
			Entrance, 9th standard.	Middle, 7th standard.	Total.	Entrance, 9th standard.	Middle, 7th standard.	Total.
		Municipal Schools.						
Arakan.	Akyab	Municipal High school	...	12	12	4	12	16
	Kyaukpyu	Municipal Middle school	...	3	3	...	4	4
		Municipal school, Ramree	...	2	2	...	...	...
	Sandoway	Municipal school	...	1	1	...	4	4
Pegu.	Rangoon	Collegiate school	21	25	46	14	44	58
	Pegu	Municipal school	...	1	1	...	2	2
	Prome	Municipal school, Paungdè	...	4	4	...	4	4
		Municipal school, Shwedaung	...	1	1	...	2	2
		Municipal High school, Prome	...	12	12	...	15	15
Irra-waddy.	Thôngwa	Municipal school, Yandoon	...	...	...	...	4	4
	Bassein	Municipal High school	1	11	12	1	9	10
	Henzada	Municipal school, Henzada	...	3	3	...	...	...
		Municipal school, Myanaung	...	2	2	...	5	5
		Municipal school, Kyangin	...	...	...	...	1	1
Tenasserim.	Moulmein	Government High school	5	14	19	2	22	24
		Government Normal school	...	...	...	...	...	...
	Shwegyin	Municipal school	...	4	4	...	5	5
	Tavoy	Municipal school	...	1	1	...	2	2
	Mergui	Municipal school	...	6	6	...	4	4
	Amherst	Municipal school, Thatôn	...	...	...	...	1	1
		Total	27	102	129	21	140	161
		Grant-in-aid Schools.						
Ara-kan.	Akyab	St. Anne's Convent Girls' school	...	1	1	...	...	...
		St. John's school, Akyab	...	...	...	...	7	7
		St. John's College, S.P.G.	3	10	13	1	23	24
Pegu.	Rangoon	St. John's Convent High school	6	7	13	...	14	14
		St. Paul's High school	2	8	10	4	13	17
		Episcopal Methodist Girls' school	...	2	2	...	3	3
		St. Anthony's school	...	1	1	...	7	7
		Diocesan Girls' school	...	...	...	...	2	2
		Baptist College (Alôn)	2	3	5	...	6	6
		Diocesan Boys' school	...	...	...	...	4	4
		Lutheran Mission school	...	...	...	...	...	...
		Sgau-Karen High school	...	...	...	...	5	5
		Cantonment Anglo-Vernacular school	...	...	...	...	...	...
		St. Barnabas' S.P.G.	...	2	2	...	3	3
Irrawaddy.	Thôngwa	A. B. M. school, Ma-ubin	...	...	...	...	1	1
	Bassein	A. B. M. Karen Institution	...	92	2	...	...	...
		St. Peter's Institution	...	...	...	...	...	...
		A. B. M. Pwo-Karen school	...	1	1	...	1	1
		A. B. M. Sgau-Karen school	...	...	...	...	2	2
	Henzada	A. B. M. Burmese school, Henzada	...	...	...	...	1	1
		A. B. M. Karen school	...	...	...	...	2	2
	Thayetmyo	St. Andrews' S.P.G.	...	5	5	...	6	6
Tenasserim.	Moulmein	St. Joseph's Convent High school	5	2	7	...	...	...
		St. Patrick's school	1	5	6	...	13	13
		St. Augustine's school	...	3	3	...	9	9
		A. B. M. Boys' school	...	1	1	...	2	2
		Cantonment school	...	1	1	...	1	1
		Eurasian Home for Girls	...	1	1	...	7	7
		St. Matthew's school	...	1	1	...	2	2
		A. B. M. Karen Normal	...	...	...	...	1	1
	Toungoo	St. Luke's S.P.G. school	...	1	1	...	4	4
		R. C. M. Anglo-Vernacular Boys' school	...	1	1	...	4	4
	Tavoy	A. B. M. Karen school	...	...	...	...	...	...
		Total	19	58	77	5	143	148
		Indigenous Schools.						
	Akyab	U Gunamezu's Monastic, Kaunglaing	...	1	1	...	2	2
		Hla Saw Byu's Lay school, Akyab	...	...	...	...	2	2
		Minsaya school, Akyab	...	...	...	...	2	2
		Carried over	...	1	1	...	6	6

Division.	District.	Name of school.	1890-91. Entrance, 9th standard.	1890-91. Middle, 7th standard.	1890-91. Total.	1891-92. Entrance, 9th standard.	1891-92. Middle, 7th standard.	1891-92. Total.
		Indigenous schools.—concluded.						
		Brought forward ...	...	1	1	...	6	6
	Rangoon ...	U Thelawuntha Merzali Monastic school.	...	...	...	...	2	2
	Prome ...	Maung Soe's Vernacular Middle school, Shwedaung.	...	...	...	...	1	1
		Maung Aung Dôk's school, Padigôn	...	1	1	...	1	1
		Maung Ba's school, Prome ...	...	1	1	...	...	...
		Maung Kyaw Tun's school, Sinmezine	...	1	1	...	...	...
	Henzada ...	Ma Hin Tha's school, Henzada ...	...	1	1	...	...	...
	Shwegyin ...	U Thathana's Monastic school ...	...	...	...	...	1	1
	Moulmein ...	Maung Shwe Thaw's school ...	...	...	...	...	...	...
	Toungoo ...	Maung Po Lôk's school ...	...	...	...	...	...	...
		U Kalasaya Monastic school ...	...	...	...	...	...	...
		Saya Kywet	...	...	...	...	...	...
		U Sanda's Monastic school ...	...	...	...	...	...	...
	Shwegyin ...	Maung Aung Myat's school ...	...	...	...	...	...	...
		Maung Po Min's school ...	...	...	...	...	...	...
	Akyab ...	Maung Tha Dun Byu's school ...	...	...	...	...	...	...
	Bassein ...	Maung Hman's school	...	...	...	...	...	...
	Shwegyin ...	Saya Shahmywe Karen school ...	...	...	...	...	...	...
	Tharrawaddy	Maung Tun Aung Karen school ...	...	...	...	...	...	...
	Thôngwa ...	Maung Shwe Re Karen school ...	...	...	...	...	...	...
		Maung Myit Ku Karen school ...	...	...	...	...	...	...
		Maung Bein Karen school ...	...	...	...	...	...	...
		Maung Po Karen school ...	...	...	...	...	...	...
		Maung Shwe San Karen school ...	...	...	...	...	...	...
	Bassein ...	Maung Baw Gyi Karen school ...	...	...	...	...		
	Toungoo ...	A. B. M. Revd. Johnson's Karen school	...	...	...	...	1	1
		G. Conte R. C. M. Karen school ...	...	...	...	...	...	...
	Rangoon ...	Old Convent Vernacular school ...	...	...	...	...	2	2
		A. B. M Girls' school, Kemmendine	...	2	2	...	4	4
	Moulmein ...	Morton Lane Girls' school ...	...	2	2	...	7	7
	Akyab ...	Government Normal school ...	...	2	2	...	10	10
		Total ...	...	11	11	...	35	35

Entrance passes, it will be seen, have fallen from 46 to 26. The total number of Entrance passes from four Government and Municipal schools is 21 against 27 in the previous year. The Akyab High school is the only school under public management that shows an increase.

The four Grant-in-aid schools aggregate only five passes, four of which come from St. Paul's Roman Catholic Mission High school, Rangoon. The two convents this year have no passes to show.

41. The following table is added, in order to give a closer view of the results of the year's work in the Middle departments of Anglo-Vernacular schools, Government and Aided :—

District.	Name of school.	1890-91. V.	VI.	VII.	Total.	1891-92. V.	VI.	VII.	Total.
	Municipal Schools.								
Akyab ...	Municipal High school ...	13	7	12	32	16	14	12	42
Kyaukpyu	Municipal school	6	2	3	11	10	7	4	21
	Municipal school, Ramree ...	...	...	2	2	...	...	...	...
Sandoway ...	Municipal school	...	...	1	1	12	5	4	21
Rangoon ...	Syndicate High school ...	36	13	25	74	78	52	44	174
Pegu ...	Municipal school	...	...	1	1	7	3	2	12
	Carried over ...	55	22	44	121	123	81	66	270

District.	Name of school.	1890-91.				1891-92.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Municipal Schools—concluded.								
	Brought forward ...	55	22	44	121	123	81	66	270
Prome	Municipal school, Paungdè ...	...	...	4	4	7	7	4	18
	Municipal school, Shwedaung ...	...	...	1	1	2	3	2	7
	Municipal school, Prome ...	...	...	12	12	23	...	15	38
Yandoon ...	Municipal school	4	5	...	9	...	4	4	8
Pantanaw ...	Municipal school	...	...	...	...	...	1	...	1
Bassein ...	Municipal High school (Middle department).	11	15	11	37	18	23	9	50
Lemyethna ...	Municipal school	2	...	...	2	5	...	...	5
Henzada ...	Municipal school	...	...	3	3	6	5	...	11
Myanaung ...	Municipal school	...	...	2	2	7	5	5	17
Kyangin ...	Municipal school	...	...	...	...	5	...	1	6
Moulmein	Government High school ...	...	...	14	14	29	14	22	65
	Government Normal school ...	...	...	...	...	13	...	...	13
Thatôn ...	Municipal school	...	...	...	...	3	...	1	4
Shwegyin ...	Municipal school	...	...	4	4	8	...	5	13
Tavoy ...	Municipal school	...	...	1	1	6	3	2	11
Mergui ...	Municipal school	...	...	6	6	8	6	4	18
	Total ...	72	42	102	216	263	152	140	555
	Grant-in-aid Schools.								
Akyab	St. Anne's Convent ...	1	1	1	3	1	...	...	1
	Akyab Girls' school ...	3	...	...	3	1	2	...	3
	St. John's school, Akyab ...	...	...	...	...	...	...	7	7
Rangoon	St. John's College, S.P.G. (Middle department).	20	35	10	65	52	24	23	99
	St. Paul's High school ...	14	4	8	26	27	20	13	60
	St. John's Convent High school	15	11	7	33	8	7	14	29
	Episcopal Methodist Girls' High school.	...	...	2	2	3	5	3	11
	St. Anthony's	...	...	1	1	17	12	7	36
	Diocesan Girls' High school ...	...	3	...	3	1	2	2	5
	Baptist College (Alôn) ...	...	...	3	3	10	2	6	18
	A. B. M. Boys' school, 12, Dalhousie street.	2	2	...	4	2	...	...	2
	Diocesan Boys' High school ...	3	2	...	5	5	2	4	11
	Lutheran Mission	...	...	...	...	5	1	...	6
	A. B. M. Sgau-Karen school ...	8	4	...	12	8	4	5	17
	Cantonment school	11	...	...	11	9	4	...	13
	St. Barnabas' S.P.G. ...	...	...	2	2	1	1	3	5
	St. Gabriel's S.P.G. ...	...	...	...	...	5	...	...	5
	A. B. M. Baptist Boys' school ...	...	...	...	...	6	1	...	7
Thayetmyo ...	St. Andrew's school ...	...	...	5	5	8	3	6	17
Allanmyo ...	S. P. G. Town school ...	...	...	...	...	2	...	...	2
Thônzè ...	R. C. M. school	...	...	...	...	5	...	...	5
Prome ...	A. B. M. school	...	...	...	...	3	1	...	4
Thôngwa ...	A. B. M. Pwo-Karen school (Maubin).	4	...	...	4	5	2	1	8
Henzada	A. B. M. Burmese school ...	...	...	...	...	3	3	1	7
	A. B. M. Karen school ...	...	...	...	...	6	6	2	14
Bassein	St. Peter's Institute Anglo-Vernacular.	4	...	...	4	2	1	...	3
	A. B. M. Pwo-Karen ...	4	5	1	10	6	5	1	12
	A. B. M. Sgau-Karen ...	29	11	2	42	10	15	2	27
Moulmein	St Joseph's Convent High school	...	...	2	2	8	11	...	19
	St. Patrick's High school (Middle department).	13	7	5	25	24	18	13	55
	A. B. M. Boys' school ...	4	5	1	10	8	3	2	13
	Cantonment school ...	4	...	1	5	1	3	1	5
	St. Augustine's school ...	11	5	3	19	7	8	9	24
	Eurasian Home	...	7	1	8	4	...	7	11
	St. Matthew's school ...	...	...	1	1	2	4	2	8
	A. B. M. Karen Normal school...	...	4	...	4	7	...	1	8
Toungoo	St. Luke's S. P. G.	...	...	1	1	7	5	4	16
	R. C. M. Anglo-Vernacular Boys'	7	16	1	24	4	9	4	17
	St. Joseph's Convent school ...	...	...	...	...	2	...	...	2
	A. B. M. Burmese school ...	...	...	...	...	...	...	...	...
Tavoy ...	A. B. M. Karen school ...	...	...	...	...	3	...	...	3
	Total ...	157	122	58	337	288	184	143	615

42. During the year the examinations at all schools were conducted under the new standards.

Vernacular Indigenous schools in which secondary instruction is given numbered 22 against 17 in the previous year; pupils increased by 391.

From the foregoing tables it will be seen with regard to the—

(*a*) *Entrance examination*, the year's results have been exceptionally bad, and nearly every school, Government and Aided, has retrograded. The failure is probably due largely to the poor material that the teachers have had to work upon. We are only now getting rid of the pupils who were passed by the old Middle school standard and of the system that rushed boys into the Entrance examination in one year after passing the Middle school. Amongst the Government schools, Akyab High school, and amongst the Grant-in-aid schools, St. Paul's Roman Catholic Mission High school, are the only institutions that have gained ground.

(*b*) *The 7th standard examination*, the results are also poor.

For the year 1891-92 the total number of Anglo-Vernacular 7th standard passes is 283 against 166 last year. Omitting the Moulmein Normal school, there are 21 Government schools that account for 140 passes. Of these 21 schools, 4 passed no pupils.

Forty-one Grant-in-aid institutions for boys and girls passed only143 pupils, 15 schools failing to gain any passes.

There are two Government Normal schools: the one at Akyab is purely Vernacular; the other, at Moulmein, has Anglo-Vernacular classes. No Anglo-Vernacular students passed the 7th standard, as they join the secondary grade class only after passing it.

The 32 Vernacular Middle schools, Burmese and Karen, for boys and girls, obtained 25 passes. Akyab Government Normal school passed 10, making a total of 35 Vernacular Middle school passes. These Vernacular schools are valuable as Primary institutions. In a few of them instruction is carried a step or two beyond Standard IV, but rarely going so far as Standard VII. Secondary education in Burmese and Karen is imparted in the Anglo-Vernacular schools.

Attempts to force these Indigenous schools to teach up to the Middle school standard would be liable to detract from their utility as Primary schools.

With reference to the passes in both the Entrance and 7th standard examinations, I can only reiterate the remarks I made in paragraph 47 of last year's report.

43. The Inter-school sports I referred to last year have since been held. A very successful meeting was held in December 1891, to which all the schools in Rangoon sent competitors for either the senior or junior events.

The challenge shields were won—the senior by the Rangoon College; and Rangoon and St. John's Colleges tied for the junior.

I have to thank the public for the very liberal support in enabling the Committee to meet the heavy expenses connected with the starting of the scheme, and Mr. Marshall, of the Rangoon College, to whose work as Secretary, the success of the sports was very largely due.

The next meeting will be held in December of this year.

44. The first examination under the 8th standard was held in February 1892. The High schools of the province have all settled down steadily to work under the new system, and a large amount of hurried, bad teaching, and forcing for examination purposes has been avoided. I feel sure this steady, gradual work from Standards I—IX will raise the educational work of the province, both in quantity and quality, *if only it is given a fair trial and no needless changes are made.*

45. The following table shows the attendance and expenditure in Government and Aided boys' schools of secondary instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure. From Government funds.	Expenditure. From all other sources.	Expenditure. Total.
					Rs.	Rs.	Rs.
High English—							
Maintained by the Department ...	2	907	918	742	24,632	31,004	55,636
Maintained by Municipal Boards ...	3	652	649	540	28,076	14,617	42,693
Aided under the Grant-in-aid Rules, 1890.	6	1,839	1,818	1,528	18,838	55,901	74,739
Total ...	11	3,398	3,385	2,810	71,546	1,01,522	1,73,068
Middle English—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	14	1,125	1,329	946	53,492	18,107	71,599
Aided under the Grant-in-aid Rules, 1890.	21	2,504	2,603	2,157	14,686	72,014	86,700
Total ...	35	3,629	3,932	3,103	68,178	90,121	1,58,299
Middle Vernacular—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules, 1890.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	22	1,579	1,579	1,579	4,814	...	4,814
Total ...	22	1,579	1,579	1,579	4,814	...	4,814
Grand Total ...	68	8,606	8,896	7,492	1,44,538	1,91,643	3,36,181

The above figures indicate an increase of Rs. 38,579 over the total expenditure on public secondary schools last year. This is made up of an increase of Rs. 7,669 under the head of "Government funds" and Rs. 30,910 under "All other sources." Towards the latter head fees have contributed an increase of Rs. 21,616 and endowments and subscriptions Rs. 9,294. The increase on Government funds is due partly to larger grants having been earned since the introduction of the new standards, under which results-grants are given for passes in each standard, and partly to certain schools being placed on the fixed-grant system. The addition of eight schools during the year as secondary schools also accounts for part of the improvement.

SECTION V.

Primary Instruction.

46. The following statement compares the statistics of Primary schools for the last two years :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed. Upper Primary, Standards III and IV.		Number of pupils passed. Lower Primary, Standards I and II.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Public institutions under public management.	27	25	2,250	2,003	252	681	418	778
Public institutions under private management.	49	57	4,426	5,197	385	1,113	509	1,476
Indigenous schools (aided). Burmese ...	2,304	2,215	61,101	65,477	802	1,316	2,234	8,736
Karen ...	450	457	13,085	14,055	286	618	830	2,251
Mahomedan ...	24	7	595	370	...	3	3	36
Total ...	2,854	2,761	81,457	87,102	1,725	3,731	3,994	13,277

The list of Anglo-Vernacular public schools under public management for 1890-91 improperly included the Shwedaung Municipal Vernacular school for girls. This institution has been transferred to private management and the total number of schools under this head was at the end of the year 25.

Anglo-Vernacular schools under private management have increased by eight:—

The Bishop's Home for Girls, Rangoon.
American Baptist Mission Anglo-Tamil school, Moulmein.
American Baptist Mission Paku-Karen school, Toungoo.
Anglo-Vernacular school, Ma-ubin.
Railway Anglo-Tamil school, Insein.
Young Arakan school, Akyab.
St. John's school, Akyab.
St. Anne's Convent, Akyab.

Indigenous schools are less by 99 than in 1890-91. Karen schools alone show an increase: the loss is due to Burman and Mahomedan schools, which were removed from the list because no arithmetic was taught. In Arakan the same deficiency accounts for the loss of 17 out of 24 registered Mahomedan schools.

Attendance shows a net increase of 5,121.

In Anglo-Vernacular institutions under public management there has been a decrease of 247 pupils. In public institutions under private management the increase has been 771. Regarding Burmese Indigenous schools, in last year's report the numbers are shown to have decreased by 10,032. An examination of those figures shows that Karen schools showed an increase of 695 and Mahomedan schools of 88 pupils, reducing the net loss for Indigenous schools in 1890-91 to 9,249 pupils. Against this loss there was a net increase of 5,121 pupils in Indigenous schools during the year 1891-92, which falls short of 9,249 by 4,128. I therefore infer that 4,128 represents the approximate loss of pupils.

Burmese indigenous schools show an increase of 4,376 and Karen schools of 970 pupils, whilst in Mahomedan schools the attendance is less by 225, making a net increase of 5,121 pupils. But, as I have stated above, these figures cannot be accepted as an increase. It is more probable that the 99 schools struck off the registered list took away 4,128 pupils, leaving the numbers in recognized Indigenous schools about the same as they were last year.

The passes have increased in Anglo-Vernacular schools about 159 per cent., and in Vernacular Indigenous schools about 212 per cent., owing to the new standards admitting so many more children to the Inspectors' examinations every year.

This is in every way a healthy sign.

A.—Non-Indigenous Schools.

47. In the following paragraphs detailed information is given regarding the Primary schools referred to above:—

Arakan Division.

The number of schools remains the same as at the end of the previous year, namely, 6 Government and Municipal schools and 2 registered under the Grant-in-aid Rules.

The number of full passes gained was as follows:—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
	Upper and Lower Primary.	Lower Primary stage.		Upper Primary stage.		Total.
		I.	II.	III.	IV.	
In Government and Municipal schools ...	140	68	84	57	35	244
In registered Aided schools	12	15	10	1	2	28
Total ...	152	83	94	58	37	272

The following are the figures in detail for the foregoing schools :—

Division.		District or locality.	Name of institution.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	Lower Primary stage. II.	Upper Primary stage. III.	Upper Primary stage. IV.	Total.
Arakan.	1	Akyab ...	Government High school ...	67	18	35	33	21	107
	2	Do. ...	Government Practising school.	7	10	10	4	...	24
	3	Paletwa ...	Government Primary school	3	4	1	2	...	7
	4	Kyaukpyu ...	Municipal school ...	45	21	20	9	4	54
	5	Ramree ...	Do. ...	4	5	3	2	...	10
	6	Sandoway ...	Do. ...	14	10	15	7	10	42
			Total ...	140	68	84	57	35	244

Akyab High school has improved under Mr. Campagnac and has done well during the year.

The Training school is full and the Mahomedan class is well attended. The future success of Mahomedan schools in Arakan depends mainly on the ability of this institution to provide teachers. It is time it was doing so.

Paletwa Primary Government school in a remote corner is persevered with experimentally, but is not very encouraging.

Kyaukpyu Municipal school obtained a high percentage of passes at the annual examination, but the general attainments are only moderate. A larger staff of teachers is wanted and the headmaster's hands need strengthening. Mr. Reilly Jones deserves credit for the successful way he worked this school under exceptional difficulties.

Ramree Municipal school has always been very poorly attended, and since the close of the year under report it has been reduced to a Primary grade. Education in Ramree is in a very poor way.

Sandoway Municipal school shows slight improvement. A new school-house has been built. The teaching staff, although rather short-handed, have all worked well.

The following are the figures for the Aided schools :—

Division.	District.	Name of school.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	Lower Primary stage. II.	Upper Primary stage. III.	Upper Primary stage. IV.	Total.
Arakan.	Akyab	Girls' school ...	2	1	3	1	1	6
		St. Anne's Convent school...	10	14	7	...	1	22
		Total ...	12	15	10	1	2	28

The Akyab Girls' school has fallen off in attendance. Its future is a serious difficulty. It has done capital work for many years past, and it is a pity anything should have been done to damage its position.

St. Anne's Convent school, though small, is doing fairly good work. It has, I regret to say, suffered a serious loss in the death of the Mother Superior, Sister Fidelis, by whom it was first started, and to whose never-tiring care it owes its success.

Pegu Division.

There were 6 Government and Municipal schools against 7 the previous year. The Shwedaung Municipal Girls' school has been closed and arrangements made for the tuition of the girls in connection with a flourishing Indigenous school in the town, with a prospect of increased efficiency.

From the list of those registered under the Grant-in-aid Rules, the Primary department of the Rangoon Baptist College has been closed and the Bishop's Home for Girls, Rangoon, has been added, making the same total, 28, as for the previous year.

The number of full passes gained was follows :—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
	Upper and Lower Primary.	Lower Primary stage.		Upper Primary stage.		Total.
		I.	II.	III.	IV.	
In Government and Municipal schools ...	418	129	166	134	159	588
In registered Aided schools	806	378	333	329	277	1,317
Total ...	1,224	507	499	463	436	1,905

For the Government and Municipal schools the detailed figures for each are as follows :—

Division.	District or locality.	Name of institution.	Full passes.					
			1890-91.	1891-92.				
				Standards.				
			Upper and Lower Primary.	Lower Primary stage.		Upper Primary stage.		Total.
				I.	II.	III.	IV.	
Pegu. 1	Rangoon ...	Municipal Boys' school ...	254	57	91	79	91	318
2	Do. ...	Municipal Girls' school ...	9	26	10	4	4	44
3	Pegu ...	Municipal school ...	13	8	6	1	2	17
4	Prome ...	Municipal High school ...	83	14	38	29	51	132
5	Paungdè ...	Municipal school ...	36	22	17	17	7	63
6	Shwedaung ...	Do. ...	17	2	4	4	4	14
		Total ...	412	129	166	134	159	588

The Primary department of the Rangoon College shows the largest return in Burma.

In the Rangoon Municipal Girls' school the rise in the number of passes is very large.

The results in the Pegu Municipal school are very bad.

Prome Municipal school compares well with the best schools in the province.

Paungdè has done very well.

Shwedaung is a small school, but should have passed more than 14 boys.

The following are the details of the passes for the Aided schools:—

Division.		District.	Schools registered under the Grant-in-Aid Rules of 1890.	Full passes.					
				1890-91.	1891-92.				
				Upper and Lower Primary.	*Standards.*				
					Lower Primary stage.		Upper Primary stage.		Total.
					I.	II.	III.	IV.	
Pegu.	1	Rangoon	St. Paul's High school ...	73	36	40	39	22	137
	2		St. John's College, S. P. G.	141	21	40	45	76	182
	3		Diocesan Boys' school ...	6	...	18	20	5	43
	4		Diocesan Girls' school ...	32	18	7	10	13	48
	5		St. John's Convent ...	47	10	15	15	18	58
	6		Old Convent Anglo-Vernacular school.	36	14	9	7	8	38
	7		Old Convent Vernacular school.	45	13	10	11	10	44
	8		St. Anthony's Tamil school	53	36	27	49	29	141
	9		St. Gabriel's S. P. G. ...	13	8	1	9	12	30
	10		Lutheran Mission ...	5	11	10	6	9	36
	11		A. B. M. Anglo-Tamil, 13th street.	3	...	4	2	...	6
	12		Cantonment (Tamil) school.	33	25	16	3	4	48
	13		St. Mary's S. P. G. school.	2	45	5	6	...	56
	14		Episcopal Methodist Anglo-Vernacular school.	12	7	5	2	5	19
	15		Episcopal Methodist Vernacular Girls' school.	2	29	2	2	...	33
	16		Rangoon American Baptist Mission Boys' school	22	6	18	9	2	35
	17		St. Michael's S. P. G. Boys' school.	10	13	4	5	2	24
	18		A. B. M. Burmese Girls' school (Kemmendine).	27	7	8	7	5	27
	19		St. Barnabas' S. P. G. Boys' school.	40	10	17	7	16	50
	20		Bishop's Home for Girls, Rangoon.	...	...	...	...	...	...
	21		A. B. M. Sgau Karen school	118	9	26	42	14	91
	22		A. B. M. Boys' school, 12, Dalhousie Street, formerly Yegyaw.	24	1	4	7	11	23
	23		A. B. M. Anglo-Vernacular school. Lamadaw.	54	18	15	5	7	45
	24		St. Philip's school, Botataung.	...	7	4	5	3	19
	25	Tharrawaddy.	A. B. M. school, Zigôn ...	2	9	2	5	3	19
	26		A. B. M. school, Prome ...	...	7	14	6	...	27
	27		R. C. M. school, Thônzè	6	9	5	4	2	20
	28		A. B. M. Anglo-Vernacular school, Gyobingauk	...	9	6	1	1	17
			Total ...	806	378	332	329	277	1,316

St. Mary's S. P. G. Girls' school, Rangoon, has shown much better results under its acting Head Mistress Miss Booth. I trust the improvement will continue.

The A. B. M. Boys' school, Rangoon, has been removed from Yegyaw quarter to Dalhousie street.

The A. B. M. Burmese Girls' school, Kemmendine, Rangoon, fell off during the absence of the two ladies who so successfully conducted it. Now that they have returned to duty, no apprehension need be felt.

The A. B. M. Sgau-Karen school shows a falling off.

No inspection has yet been made of the Bishop's Home for Girls.

Outside Rangoon are four schools, all small.

Irrawaddy Division.

Last year's report gives 8 as the number of Municipal schools after removing from the list Ngathainggyaung, Henzada Girls', and Allanmyo schools, but the published names of schools show only 7. The same 7 are still in operation. The number of Grant-in-aid schools has risen from 6 to 8, the 2 newly registered schools being the S. P. G. Town school, Allanmyo, and the A. B. M. Burmese school, Henzada.

The number of full passes gained was as follows :—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
	Lower and Upper Primary.	Lower Primary stage.		Upper Primary stage.		Total.
		I.	II.	III.	IV.	
In Government and Municipal schools ...	215	85	93	72	56	306
In registered Aided schools	350	124	135	106	81	446
Total ...	565	209	228	178	137	752

The following are the figures for each Municipal school :—

Division.		District or locality.	Name of institution.	Full passes.					
				1890-91.	1891-92.				
					Standards.				
				Upper and Lower Primary.	Lower Primary stage.		Upper Primary stage.		Total.
					I.	II.	III.	IV.	
Irrawaddy.	1	Yandoon ...	Municipal school ...	31	19	12	9	5	45
	2	Pantanaw ...	Do. ...	9	8	11	2	1	22
	3	Bassein ...	Municipal High school ...	115	19	36	43	15	113
	4	Lemyethna ...	Municipal school ...	9	...	4	2	...	6
	5	Henzada ...	Municipal Boys' school ...	11	27	22	5	12	66
	6	Myanaung ...	Municipal school ...	21	5	4	7	16	32
	7	Kyangin ...	Do. ...	7	7	4	4	7	22
			Total ...	203	85	93	72	56	306

Lemyethna, with only two teachers and an ill-furnished school, has produced poor results as might be expected. Mr. Moss found the school very low at the December examination. The question of keeping it on as a registered school is under consideration. The money spent on it would do much more good to Vernacular education.

Yandoon school attracts fewer pupils than the size of the town would lead one to expect; but under the present Headmaster improvement may be expected, if the number of assistant masters be increased.

Pantanaw has only between 30 and 40 boys, 22 of whom barely got sufficient marks for a pass. This is another school that might well be struck off the register and the money spent on it be given to Vernacular education.

Henzada.—When Mr. Gray took charge of this school three years ago, it was in a very poor condition. He has made great improvements. Mr. Moss speaks highly of the work done during the last year.

Myanaung did fairly well during the year, but might venture to take up more optional subjects.

The school is badly supplied with maps and apparatus.

Kyangin school has done creditably.

The following are the details of the passes for the Aided schools :—

Division.		District.	Name of school.	Full passes.					
				1890-91.	1891-92.				
					Standards.				
				Upper and Lower Primary.	Lower Primary stage.		Upper Primary stage.		Total.
					I.	II.	III.	IV.	
Irrawaddy.	1	Bassein ...	A. B. M. Sgau-Karen school	168	37	50	47	17	151
	2	Bassein ...	A. B. M. Pwo-Karen school	33	15	12	6	2	35
	3	Thayetmyo ...	St. Andrew's S.P.G. school	30	14	18	19	24	75
	4	Thôngwa ...	A. B. M. Pwo-Karen school	43	14	13	12	6	45
	5	Bassein ...	St. Peter's Anglo-Vernacular school.	44	11	14	5	3	33
	6	Henzada ...	A. B. M. Karen school ...	32	17	17	11	15	60
	7	Henzada ...	A. B. M. Burmese school ...	...	13	7	1	4	25
	8	Allanmyo ...	S. P. G. Town school ...	...	3	4	5	10	22
			Total ...	350	124	135	106	81	446

The A. B. M. Sgau-Karen school, Bassein, did well at the Inspector's examination in its Primary department.

For the first time pupils were presented for examination in music.

The A. B. M. Pwo-Karen school, Bassein, suffered from the loss of Miss Higby's teaching for three or four months owing to severe illness. Kindergarten and music were taken up by this school.

Saint Peter's R. C. Anglo-Vernacular school, Bassein, Mr. Moss says, " so far from making progress, seems to have gone backward." Many serious irregularities were found in this school. They have since been removed.

The Inspector attributes the failures under examination chiefly to premature promotion of pupils in violation of the rules. Discipline was bad.

Saint Andrew's S. P. G. school, Thayetmyo, is in good hands and is doing very well.

The A. B. M. Pwo-Karen school, Thôngwa, without showing any marked advance, maintains a good position.

The A. B. M. Karen school, Henzada, was examined for the first time under the new rules, and on the whole stood the test tolerably well.

The Town school, Allanmyo, since it was placed under the Reverend Mr. Krishna's control, has shown decided improvement.

Henzada A. B. M. Burmese school has made a good beginning.

Tenasserim Division.

The number of Government and Municipal schools was 7 as at the end of the previous year. Grant-in-aid schools have risen in number from 15 to 16 by the addition to the list of the A. B. M. Tamil Boys' school, Moulmein.

The number of full passes gained was as follows :—

Class of institution.	Full passes.					
	1890-91.	1891-92.				
		Standards.				
	Upper and Lower Primary.	Lower Primary stage.		Upper Primary stage.		Total.
		I.	II.	III.	IV.	
In Government and Municipal schools ...	113	58	95	95	73	321
In registered Aided schools	526	280	201	186	131	798
Total ...	639	338	296	281	204	1,119

For the Government and Municipal schools the figures are as follows :—

Division.		District or locality.	Name of institution.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	Lower Primary stage. II.	Upper Primary stage. III.	Upper Primary stage. IV.	Total.
Tenasserim.	1	Moulmein ...	Government High school ...	32	11	30	40	24	105
	2	Moulmein ...	Practising class... ...	3	...	...	2	...	2
	3	Thatôn ...	Municipal school ...	18	14	16	9	7	46
	4	Kawkareik ...	Do. ...	2	...	2	4	6	12
	5	Shwegyin ...	Do. ...	27	18	19	12	11	60
	6	Tavoy ...	Municipal Middle school ...	18	1	13	18	16	48
	7	Mergui ...	Do. ...	13	14	15	10	9	48
			Total ...	113	58	95	95	73	321

The Thatôn Municipal school, Mr. Goss reports, reflects much credit on Mr. Brown, the Headmaster, who, except for occasional assistance from three senior pupils, has had entire charge of the five classes into which the school is divided. More teachers and more furniture are needed.

Kawkareik Town school produced results at the examination which the Inspector, Mr. Goss, considers tolerably satisfactory.

Shwegyin Municipal school in the Primary department did some good work.

Tavoy Municipal school has worked well.

Mergui Municipal school, Mr. Goss considers, showed evidence of steady effort during the year.

The following are the results of the year's work in the registered Aided schools :—

Division.		District.	Name of school.	Full passes. 1890-91. Upper and Lower Primary.	1891-92. Standards. Lower Primary stage. I.	Lower Primary stage. II.	Upper Primary stage. III.	Upper Primary stage. IV.	Total.
Tenasserim.	1	Moulmein ...	St. Augustine's S. P. G. school	85	17	7	16	3	43
	2	Do. ...	St. Joseph's Convent school	22	14	6	14	10	44
	3	Do. ...	St. Patrick's R. C. M. school	109	54	40	70	31	195
	4	Do. ...	St. Matthew's Church of England school.	11	1	4	...	3	8
	5	Do. ...	A. B. M. Morton Lane school	42	13	9	4	9	35
	6	Do. ...	A. B. M. Eurasian Home for Girls.	22	3	10	5	6	24
	7	Do. ...	A. B. M. Tamil Boys' school	...	4	2	4	3	13
	8	Do. ...	A. B. M. Karen Normal school.	27	18	27	14	11	70
	9	Do. ...	Cantonment school ...	22	6	7	6	4	23
	10	Tavoy ...	A. B. M. Karen school	15	35	11	9	10	65
	11	Toungoo ...	St. Luke's S. P. G. school ...	29	54	27	18	20	119
	12	Do. ...	R. C. M. Boys' school ...	95	10	25	6	4	45
	13	Do. ...	St. Joseph's Convent ...	3	12	3	1	...	16
	14	Do. ...	A. B. M. English school ...	...	...	...	...	...	...
	15	Do. ...	Paku-Karen school ...	...	25	11	7	6	49
	16	Moulmein ...	A. B. M. Boys' school ...	44	14	12	12	11	49
			Total ...	526	280	201	186	131	798

The two Roman Catholic schools take the lead amongst aided schools in Moulmein.

The Morton Lane American Baptist Mission school, Moulmein, examination produced results highly creditable. In the American Baptist Eurasian

Home for Girls, Moulmein, the progress made in Burmese is especially worthy of commendation. It has since the end of the year been graded as a high school.

The American Baptist Mission Boys' school, Moulmein, continues to do good work under Miss Barrows.

The American Baptist Mission Karen school, Moulmein, passed a very satisfactory examination. This school is now fairly re-established.

The Cantonment school, Moulmein, has done good work and is well reported. The Misses Gordon deserve great credit for the good work done.

The American Baptist Mission Anglo-Tamil school, Moulmein, this year added to the register, has been intermittently at work some years. Lately the control has been transferred to Miss Whitehead, a change that is likely to produce good results.

Tavoy American Baptist Mission Karen school did fairly well at the annual examination.

At Toungoo St. Luke's S. P. G. school keeps the lead amongst English schools.

The Roman Catholic Mission Boys' school has greatly fallen off in efficiency, the teaching staff being totally inadequate and the school not as well managed as it should be.

St. Joseph's Convent school has between 40 and 50 little boys and girls and gives useful instruction.

The American Baptist Mission Paku-Karen school has a good hostel. It teaches well up to Standard IV.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1892.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.							AIDED INSTITUTIONS.														UNAIDED INSTITUTIONS.			Percentage of aided schools to total aided and unaided schools.
			Number of institutions				Attendance.			Number of schools.	Attendance.		Number of pupils who have passed						Direct expenditure from Public Funds.								
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.		Boys.	Girls.	*Middle school examination (Standards V, VI, & VII).* Boys.	Girls.	*Upper Primary examination (Standards III & IV).* Boys.	Girls.	*Lower Primary examination (Standards I & II).* Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	*Details of amount in column 23.* Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	67	14	36	45	1,267	7	1,274	32	1,004	7	2	...	8	...	159	1	...	3,033	529	3,562	92	3,470	...	13	263	...	71·11
		Lay	30	1	8	23	763	248	1,011	21	723	248	9	...	28	1	214	64	...	2,666	2,084	4,750	2,262	2,488	...	2	40	...	91·30
		Total	97	15	44	68	2,030	255	2,285	53	1,727	255	11	...	36	1	373	65	...	5,699	2,613	8,312	2,354	5,958	...	15	303	...	77·94
	Northern Arakan.	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	...	10	...	10	285	...	285	1	53	...	...	...	...	...	15	...	...	240	...	240	...	240	...	9	232	...	10·00
		Lay	6	2	5	3	48	4	52	1	27	...	...	...	5	...	13	...	...	911	...	911	421	490	...	2	21	4	33·33
		Total	6	12	5	13	333	4	337	2	80	...	...	...	5	...	28	...	...	1,151	...	1,151	421	730	...	11	253	4	15·38
	Sandoway	Monastic	...	11	...	11	244	...	244	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	244	...	...
		Lay	8	2	1	9	293	94	387	7	260	81	3	3	16	1	83	26	...	590	518	1,108	158	950	...	2	33	13	77·77
		Total	8	13	1	20	537	94	631	7	260	81	3	3	16	1	83	26	...	590	518	1,108	158	950	...	13	277	13	35·00
Pegu.	Rangoon Town.	Monastic	18	2	7	13	355	...	353	6	208	...	11	...	23	...	56	...	...	...	1,426	1,426	116	1,310	...	7	147	...	46·15
		Lay	*53	13	12	53	2,122	1,069	3,191	50	2,067	1,040	...	...	72	9	647	315	...	...	10,946	10,946	5,325	5,621	...	3	55	29	94·34
		Total	71	14	19	66	2,477	1,069	3,546	56	2,275	1,040	11	...	95	9	703	315	...	...	12,372	12,372	5,441	6,931	...	10	202	29	84·85
	Hanthawaddy.	Monastic	125	21	2	144	4,363	...	4,363	45	1,462	...	...	...	...	...	188	...	...	364	...	364	4	360	...	99	2,901	...	31·25
		Lay	26	3	2	27	823	420	1,243	19	672	279	...	...	50	2	204	65	...	3,692	...	3,892	1,192	2,700	...	8	151	141	70·37
		Total	151	24	4	171	5,186	420	5,606	64	2,134	279	...	...	50	2	392	65	...	4,256	...	4,256	1,196	3,060	...	107	3,052	141	37·43
	Pegu	Monastic	112	12	28	96	2,712	6	2,718	39	1,207	6	...	...	19	...	264	1	...	1,241	8	1,249	289	960	...	57	1,505	...	40·62
		Lay	69	22	17	74	1,760	1,051	2,811	58	1,457	887	...	...	80	6	451	249	...	9,473	855	10,328	3,995	6,333	...	16	303	164	78·38
		Total	181	34	45	170	4,472	1,057	5,529	97	2,664	893	...	...	99	6	715	250	...	10,714	863	11,577	4,284	7,293	...	73	1,808	164	57·06
	Tharrawaddy.	Monastic	71	36	12	95	2,493	...	2,493	20	674	...	...	...	31	...	183	...	...	1,246	567	1,813	613	1,200	...	75	1,819	...	21·05
		Lay	65	14	13	66	1,971	611	2,582	56	1,764	570	...	...	79	3	552	159	...	7,104	3,152	10,256	5,145	5,111	...	10	207	41	84·85
		Total	136	50	25	161	4,464	611	5,075	76	2,438	570	...	...	110	3	735	159	...	8,350	3,719	12,069	5,758	6,311	...	85	2,026	41	47·20
	Prome	Monastic	213	31	30	214	6,057	...	6,057	15	556	...	...	...	...	...	65	...	...	19	641	660	60	600	...	199	5,501	...	7·01
		Lay	45	5	10	40	1,470	541	2,011	31	1,303	464	2	...	93	14	414	99	...	3,565	6,494	10,059	3,886	6,113	60	9	167	77	77·50
		Total	258	36	40	254	7,527	541	8,068	46	1,859	464	2	...	93	14	479	99	...	3,584	7,135	10,719	3,946	6,713	60	208	5,668	77	18·11
Irrawaddy.	Bassein	Monastic	146	25	29	142	3,115	...	3,115	...	419	...	...	...	30	...	141	...	...	1,998	739	2,737	367	2,370	...	133	2,696	...	63·38
		Lay	51	13	23	41	1,102	483	1,585	31	950	375	5	...	83	8	264	88	...	2,455	4,187	6,642	2,562	4,080	...	10	152	108	75·61
		Total	197	38	52	183	4,217	483	4,700	40	1,369	375	5	...	113	8	405	88	...	4,453	4,926	9,379	2,929	6,450	...	143	2,848	108	21·86
	Thôngwa	Monastic	205	76	34	247	5,464	...	5,464	38	1,010	...	...	...	...	...	150	...	...	66	...	66	66	...	...	209	4,454	...	15·38
		Lay	63	21	6	78	2,023	876	2,899	66	1,862	796	...	...	99	9	490	202	...	8,590	5,981	14,571	4,871	9,325	375	12	1 61	80	84·62
		Total	268	97	40	325	7,487	876	8,363	104	2,872	796	...	...	99	9	640	202	...	8,656	5,981	14,637	4,937	9,325	375	221	4,615	80	32·00

* Includes Vernacular Tamil School, Cantonment, Rangoon.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1892—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school examination (Standards V, VI, & VII). Boys.	Girls.	Upper Primary examination (Standards III & IV.) Boys.	Girls.	Lower Primary examination (Standards I & II). Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—concld.	Henzada	Monastic ...	135	7	98	44	1,310	...	1,310	24	781	...	...	...	5	...	218	...	...	339	1,458	1,797	497	1,300	...	20	529	...	54·55
		Lay ...	34	23	9	48	1,208	571	1,779	50	919	405	...	...	49	6	392	131	...	3,844	5,471	9,315	2,652	6,670	13	18	289	166	62·50
		Total ...	169	30	107	92	2,518	571	3,089	54	1,700	405	...	...	54	6	610	131	...	4,183	6,929	11,112	3,129	7,970	13	38	818	166	38·70
	Thayetmyo	Monastic ...	332	61	8	385	6,734	...	6,734	5	150	...	...	...	7	...	36	...	...	503	580	1,083	243	840	...	380	6,584	...	1·30
		Lay ...	30	6	1	35	714	382	1,096	13	485	214	..	...	48	7	109	46	...	1,969	1,410	3,379	979	2,400	...	22	229	168	37·14
		Total ...	362	67	9	420	7,448	382	7,830	18	635	214	...	...	55	7	145	46	...	2,472	1,990	4,462	1,222	3,240	...	402	6,813	168	4·29
Tenasserim.	Moulmein Town.	Monastic ...	6	...	...	6	257	...	257	6	257	...	...	...	27	...	65	...	90	...	...	90	180	720	...	...	...	...	100·00
		Lay ...	19	5	2	22	914	384	1,298	22	914	384	6	...	56	14	209	84	5,495	...	...	5,495	4,055	1,440	...	...	...	...	100·00
		Total ...	25	5	2	28	1,151	384	1,535	28	1,151	384	6	...	83	14	274	84	6,395	...	...	6,395	4,235	2,160	...	...	...	...	100·00
	Amherst	Monastic ...	15	10	3	22	717	...	717	22	717	...	..	...	14	...	220	...	...	2,437	316	2,753	117	2,631	...	...	...	...	100·00
		Lay ...	19	2	1	20	617	291	908	20	617	291	...	2	29	2	205	80	...	2,328	580	2,908	1,370	1,438	...	...	...	...	100·00
		Total ...	34	12	4	42	1,334	291	1,625	42	1,334	291	...	2	43	2	425	80	...	4,660	896	5,576	1,487	4,069	..	...	...	...	100·00
	Tavoy	Monastic ...	1	3	...	4	181	...	181	4	181	...	...	...	...	..	48	...	...	...	...	...	...	...	...	...	...	...	100·00
		Lay ...	14	2	2	14	526	248	774	14	526	248	3	...	42	6	196	72	...	1,992	2,798	4,790	1,890	2,900	...	...	...	...	100·00
		Total ...	15	5	2	18	707	248	955	18	707	248	3	...	42	8	244	72	...	1,992	2,798	4,790	1,890	2,900	...	...	...	...	100·00
	Mergu	Monastic ...	1	2	...	3	142	...	142	3	142	...	...	...	...	...	30	...	...	...	22	22	22	...	...	...	...	...	100·00
		Lay ...	4	2	...	6	259	129	388	6	259	129	..	..	15	2	71	38	...	536	1,194	1,730	834	896	...	...	...	...	100·00
		Total ...	5	4	...	9	401	129	530	9	401	129	...	...	15	2	101	38	...	536	1,216	1,752	856	896	...	...	...	...	100·00
	Shwegyin	Monastic ...	161	11	136	36	1,179	...	1,179	7	269	...	1	...	12	...	95	...	...	14	674	688	128	560	...	29	910	...	19·44
		Lay ...	45	4	23	26	981	331	1,312	24	943	313	13	...	130	12	339	87	...	3,658	3,258	6,896	3,856	3,040	...	2	39	18	92·31
		Total ...	206	15	159	62	2,160	331	2,491	31	1,211	313	14	...	142	12	434	87	...	3,672	3,932	7,584	3,984	3,600	...	31	949	18	50·00
	Toungoo	Monastic ...	102	2	...	104	3,190	...	3,190	8	360	...	15	...	24	...	93	...	...	...	924	924	84	840	...	96	2,830	...	7·69
		Lay ...	13	2	6	9	284	87	371	6	221	70	19	1	31	7	38	12	...	617	1,563	2,180	938	1,242	...	3	63	17	66·67
		Total ...	115	4	6	113	3,474	87	3,561	14	581	70	34	1	55	7	131	12	...	617	2,487	3,104	1,022	2,082	...	99	2,893	17	12·39
	Salween	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1891-92	Monastic ..	1,710	334	423	1,621	40,045	13	40,058	284	9,430	13	29	...	200	...	2,026	2	900	11,495	7,884	20,279	2,878	17,101	...	1,337	30,615	...	17·46
		Lay ...	594	141	141	594	17,878	7,820	25,698	475	15,968	6,794	60	6	1,005	111	4,891	1,817	5,495	54,070	50,491	1,10,056	46,371	63,237	448	119	1,910	1,026	79·97
		Total ...	2,304	475	564	2,215	57,923	7,833	65,756	759	25,398	6,807	89	6	1,205	111	6,917	1,819	6,395	65,565	58,375	1,30,335	49,249	80,638	448	1,456	32,525	1,026	34·27
	For 1890-91 ...	.....	2,567	483	746	2,304	53,748	7,428	61,176	638	20,089	6,357	4	1	730	72	1,886	348	4,191	67,898	59,438	1,31,517	42,359	87,737	1,421	1,666	33,659	1,071	27·69
	For 1891-92	Increase ...	...	...	...	...	4,175	405	4,580	121	5,309	450	85	5	475	39	5,031	1,471	...	...	...	1,182	6,890	...	...	...	...	...	6·58
		Decrease ...	263	8	182	89	...	...	...	...	...	...	...	...	...	...	...	...	2,204	2,323	1,063	...	...	7,099	973	210	1,134	45	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
PEGU.	Hanthawaddy	Monastic ...	10	...	...	10	214	...	214	...	...	...
		Lay ...	40	2	...	42	820	321	1,141	25	584	246
		Total ...	50	2	...	52	1,034	321	1,355	25	584	246
	Pegu	Monastic ...	3	...	...	3	84	...	84	...	...	...
		Lay ...	31	4	...	35	655	341	996	21	448	257
		Total ...	34	4	...	38	739	341	1,080	21	448	257
	Tharrawaddy	Monastic ...	4	...	...	4	108	...	108	...	...	...
		Lay ...	24	1	...	25	612	237	849	17	485	196
		Total ...	28	1	...	29	720	237	957	17	485	196
IRRAWADDY.	Bassein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	108	8	14	102	1,850	1,368	3,218	92	1,725	1,270
		Total ...	108	8	14	102	1,850	1,368	3,218	92	1,725	1,270
	Thôngwa	Monastic ...	6	...	5	1	38	...	38	...	...	...
		Lay ...	76	11	1	86	1,609	1,001	2,610	50	1,111	645
		Total ...	82	11	6	87	1,647	1,001	2,648	50	1,111	645
	Henzada	Monastic ...	...	1	...	1	33	...	33	1	33	...
		Lay ...	34	7	1	40	874	418	1,292	32	740	349
		Total ...	34	8	1	41	907	418	1,325	33	773	349
TENASSERIM.	Amherst	Monastic ...	22	4	1	25	793	...	793	10	324	...
		Lay ...	24	2	2	24	496	249	745	22	462	243
		Total ...	46	6	3	49	1,289	249	1,538	32	786	243
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	7	1	1	7	103	79	182	3	60	39
		Total ...	7	1	1	7	103	79	182	3	60	39
	Mergui	Monastic ...	...	1	...	1	36	...	36	...	...	...
		Lay ...	12	...	4	8	116	111	227	7	96	99
		Total ...	12	1	4	9	152	111	263	7	96	99
	Shwegyin	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	11	2	4	9	243	121	364	6	211	103
		Total ...	11	2	4	9	243	121	364	6	211	103
	Toungoo	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	34	2	4	32	836	375	1,211	24	710	285
		Total ...	34	2	4	32	836	375	1,211	24	710	285
	Salween	Monastic ...	2	...	1	1	19	...	19	...	...	...
		Lay ...	2	...	1	1	14	8	22	1	14	8
		Total ...	4	...	2	2	33	8	41	1	14	8
	For 1891-92	Monastic ...	47	6	7	46	1,325	...	1,325	11	357	...
		Lay ...	403	40	32	411	8,228	4,629	12,857	300	6,646	3,740
		Total ...	450	46	39	457	9,553	4,629	14,182	311	7,003	3,740
	For 1890-91 ...	.....	419	60	29	450	9,041	4,056	13,097	286	6,318	3,084
	For 1891-92	Increase	31	...	10	7	512	573	1,085	25	685	656
		Decrease	...	14	...	...	...	...	...	...	...	..

Statistical Summary of Mahomedan Schools

ARAKAN.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	..
		Lay ...	23	1	19	5	163	2	165	5	163	2
		Total ...	23	1	19	5	163	2	165	5	163	2
PEGU	Rangoon	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	1	1	...	2	165	40	205	2	165	40
		Total ...	1	1	...	2	165	40	205	2	165	40
	For 1891-92	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	24	2	19	7	328	42	370	7	328	42
		Total ...	24	2	19	7	328	42	370	7	328	42
	For 1890-91 ...	.....	23	7	6	24	565	30	595	15	358	17
	For 1891-92	Increase	1	...	13	...	...	12	...	...	...	25
		Decrease ...	...	5	...	17	237	...	225	8	30	.

for the official year ending 31st March 1892.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School examination (Standards V, VI, & VII)		*Upper Primary examination (Standards III & IV.)*		*Lower Primary examination (Standards I & II.)*						*Details of amount in column 23.*						
Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	10	214	...	...
...	...	50	8	118	50	...	4,612	...	4,612	2,020	2,592	...	17	236	75	59·52
...	...	50	8	118	50	..	4,612	...	4,612	2,020	2,592	...	27	450	75	48·08
...	...	...	...	...	...	...	...	...	...	...	...	...	3	84	...	...
...	...	44	19	114	57	...	3,626	...	3,626	1,706	1,920	...	14	207	84	60·00
...	...	44	19	114	57	...	3,626	...	3,626	1,706	1,920	...	17	291	84	55·26
...	...	...	...	...	...	...	...	...	...	...	...	...	4	108	...	...
1	1	39	16	130	48	...	2,743	...	2,743	1,135	1,608	...	8	127	41	68·00
1	1	39	16	130	48	...	2,743	...	2,743	1,135	1,608	...	12	235	41	58·62
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	82	47	317	173	...	10,298	...	10,298	5,562	4,736	...	10	125	98	51·58
3	...	82	47	317	173	...	10,298	...	10,298	5,562	4,736	...	10	125	98	51·58
...	...	...	...	...	...	...	...	...	...	...	...	...	1	38	...	...
11	2	97	25	294	113	...	6,241	...	6,241	3,709	2,532	...	36	498	356	58·14
11	2	97	25	294	113	...	6,241	...	6,241	3,709	2,532	...	37	536	356	57·47
...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	39	8	176	93	...	3,786	...	3,786	2,130	1,656	...	8	134	69	80·00
...	...	39	8	179	93	...	3,786	...	3,786	2,130	1,656	...	8	134	69	80·50
...	...	...	...	44	...	...	...	9	9	9	...	...	15	469	...	40·00
...	...	44	18	133	72	...	2,920	115	3,035	1,576	1,459	...	2	34	6	91·67
...	..	44	18	177	72	...	2,920	124	3,044	1,585	1,459	...	17	503	6	65·31
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	2	18	10	...	292	...	292	190	102	...	4	43	40	42·86
...	...	3	2	18	10	...	292	...	292	190	102	...	4	43	40	42·86
...	...	...	...	...	...	...	...	...	...	...	...	...	1	36	...	...
...	...	1	...	15	14	...	957	...	957	477	480	...	1	20	12	87·50
...	...	1	...	15	14	...	957	...	957	477	480	...	2	56	12	77·78
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	21	5	50	19	...	74	330	404	404	...	...	3	32	18	66·67
3	...	21	5	50	19	...	74	330	404	404	...	...	3	32	18	66·67
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	5	40	10	149	35	...	1,990	1,084	3,074	1,678	1,396	...	8	126	90	75·00
17	5	40	10	149	35	...	1,990	1,084	3,074	1,678	1,396	...	8	126	90	75·00
...	...	...	...	...	...	...	...	...	...	...	...	...	1	19	...	...
...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	3	3	...	...	...	...	...	...	...	1	19	...	50·00
...	...	...	...	47	...	...	...	9	9	9	...	...	35	968	..	23·91
35	8	460	158	1,517	687	...	37,539	1,529	39,068	20,587	18,481	...	111	1,582	889	72·99
35	8	460	158	1,564	687	...	37,539	1,538	39,077	20,596	18,481	...	146	2,550	889	68·05
...	...	233	53	587	243	...	32,105	2,002	34,107	19,982	14,125	...	164	2,723	972	63·56
35	8	227	105	977	444	...	5,434	...	4,970	614	4,356	...	...	...	...	4·49
...	...	...	...	...	...	...	...	464	...	...	...	...	18	173	83	...

for the official year ending 31st March 1892.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	26	...	...	1,211	15	1,226	1,226	...	...	...	...	...	100·00
...	...	...	...	26	...	...	1,211	15	1,226	1,226	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	...	9	1	...	...	361	361	361	...	...	...	...	...	100·00
...	...	3	...	9	1	...	...	361	361	361	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	3	...	35	1	..	1,211	376	1,587	1,587	...	...	...	...	...	100·00
...	...	3	...	35	1	...	1,211	376	1,587	1,587	...	...	...	...	...	100·00
...	...	...	...	3	...	...	114	6	120	120	...	...	9	207	13	62·50
...	...	3	...	32	1	...	1,097	370	1,467	1,467	...	...	...	...	...	37·50
...	...	...	...	...	...	...	...	...	...	...	...	...	9	207	13	...

B.—Indigenous Schools.

48. The examinations during the year have been conducted under the new rules. Indigenous schools, as shown by the very large number of passes under the intermediate standards, largely availed themselves of the opportunity afforded of having more pupils presented for examination. They still do not send up all that might be presented.

Under the former rules no school was refused recognition that complied with the three easy conditions: (i) a session of not less than four months in the year, (ii) a minimum attendance of 12 pupils, and (iii) not less than 4 of them able to read and write. Now a very small amount of arithmetic is compulsory, and many schools have during the year been declared ineligible for a place on the Deputy Inspector's list, because even this small amount of arithmetic is not taught. This is as it should be. A school that cannot do the very small amount of Burmese and of arithmetic required in Standards I and II does not deserve recognition. It does not do much for promoting education in the province. In Henzada district there is a loss of 1,295 children, attributed to the above cause, and in Shwegyin the decrease is 3,138. The very small amount of arithmetic required has thus struck out two-thirds of the Mahomedan schools.

49. The following are the leading statistics for Burmese, Karen, and Mahomedan schools for the past two years:—

Description.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	2,304	61,176	2,215	65,756
Karen	450	13,097	457	14,182
Mahomedan	24	595	7	370
Total ...	2,778	74,868	2,679	80,308

50. Full passes were as follows:—

Description.	1890-91.		1891-92.		Total.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.	1890-91.	1891-92.
Burmese	802	2,234	1,316	8,736	3,036	10,052
Karen	286	830	618	2,251	1,116	2,869
Mahomedan	...	3	3	36	3	39
Total ...	1,088	3,067	1,937	11,023	4,155	12,960

51. As in last year's report, I submit notes on the special systems of aid offered by Government to Indigenous Vernacular schools.

(*a*) *The Results-grant system* works successfully and meets with commendation from every Deputy Inspector. Now that the pôngyis have had results-grants restored to them, the withdrawal of which they regarded as a grievance, they have every chance, and are much better off than the lay school sayas. The pôngyi competes with the sayagyi at a decided advantage. He is in possession of a spacious monastery and is at liberty to admit all comers, boarders as well as day-pupils, free, whilst the sayagyi must levy a fee; he must also provide school accommodation and frequently pays two or three assistants. If the pôngyis do not make the best of this advantage, and take the lead in education, it is their own fault. It is the opinion of some that the lay school saya will suffer. I do not myself think this.

(*b*) *The Salary-grant system* was originally drawn up by Mr. Hodson and submitted by him to Government at the end of 1888-89. There is no doubt it has benefited indigenous education and that it has worked well. Maung Po Maung, Deputy Inspector of Schools, Prome, says in his district "it is the central pillar of education."

A few independent schools opened by certificated headmasters have failed; because, I fear, the work was undertaken by young and inexperienced teachers who failed to secure the confidence of the people; they had no "awza." Great care is necessary in the selection of masters for an enterprise of this kind; the mere possession of a teacher's certificate is not enough. The Inspectors of Schools should be very careful in their selection and recommendation of such men.

The half-salary grant is, naturally, not eagerly sought after; but will in time become more common. In Shwegyin, for instance, most of the lay schools employ paid teachers at a cost about equal to that of the half-salaries for certificated men.

(*c*) *Teachers' certificate system.*—The rules for this have been recently recast.

(*d*) *Karen teachers' certificate system.*—Three grades of certificates are given, but Karen schools are beginning to decline the services of the third or lowest grade of certificate holders. Even in remote villages the Karens demand teachers of higher qualifications. I have recently submitted proposals for recasting this system and improving it. The old rules cease to be in force from April 1st 1893.

(*e*) *Pupil-teachers' certificate system* has never been fully utilized, generally from want of funds.

52. The following table gives the general statistics of Burmese Indigenous schools:—

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	2,304	2,215	...	89
Pupils	61,176	65,756	4,580	...
Full passes	3,036	10,052	7,016	...
Results-grants paid	42,359	49,249	6,890	...
Certificated managers	44	61	17	...
Certificated assistant teachers	202	191	...	11

Schools show a loss of 89, which may be put down to the removal of schools unable to teach arithmetic. The number transferred to the unrecognized list was very much more than 90, but the registration of new schools keeps down the net loss.

Pupils are shown to have increased by 4,580. From different disturbing causes the number of pupils attending Indigneous schools has been uncertain for several years. For Burmese Indigneous schools the return this time may be accepted as about correct at 65,756.

Full passes have increased enormously, but not more than might be expected when it is remembered that fully three times as many pupils have come up for examination under the new rules, than would have been admitted under the old ones.

53. In the following paragraphs full information is given as to the condition of education in the various parts of the country:—

Arakan Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	111	101	...	10
Pupils	3,257	3,253	...	4
Full passes	199	634	435	...
Results-grants paid	3,686	2,933	...	753
Certificated managers	13	11	...	2
Certificated assistant teachers	15	20	5	...

The decrease in schools in Akyab is 29. Kyaukpyu shows an increase of 7 and Sandoway 12, but I do not attach much value to the 19 schools that Maung

Mè Gri has added to his list. I fear it will be found the Deputy Inspector has been too hopeful that these pôngyi schools can be made efficient. The pôngyis in Sandoway are particularly ignorant as a class.

In the number of pupils, whilst Akyab decreases by 424, Kyaukpyu rises 180 and Sandoway 240. These two districts are certainly not the spots where I looked for increase, and I cannot resist the impression that a mistake has been made in representing this apparent advance: it does not tally with the details of educational action in those localities. Even with all these newly added schools the number of pupils is only equal to the previous year's number.

Results-grants paid in Akyab, notwithstanding the reduction of schools in number, rose Rs. 228, whilst in Kyaukpyu, where schools and pupils have increased, the amount falls to Rs. 555 and in Sandoway to Rs. 426. The Kyaukpyu and Sandoway returns do not seem to me altogether reliable.

Certificated managers cannot work in Arakan, as the Arakanese will not pay fees.

Certificated assistant teachers have increased in Akyab by five; *Kyaukpyu does not employ a single one*, and Sandoway has one who is the mainstay of the only good school.

AKYAB DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	97	68	.	29
Pupils	2,709	2,285	...	424
Full passes	118	475	357	...
Results-grants paid	2,126	2,354	228	...
Certificated managers	6	7	1	...
Certificated assistant teachers	14	18	4	...
Mahomedan certificated teachers	...	1	1	...

Deputy Inspector Sheik Ainudin submits a carefully prepared report. It was found necessary to remove from the list a large number of schools that could teach only reading and writing, and the fall in the number of pupils is thereby explained. In public schools the average attendance, however, has risen from 28 to 33, full passes have increased in number, and more money has been earned in results-grants—three safe-grounds for the inference that better tuition is being imparted.

Competent school-managers, lay or monastic, are very rare, consequently certificated assistant teachers are imperfectly supervised; village elders seldom take any intelligent interest in Primary education, and the schools aided by salary-grants are left too much in the hands of the certificated assistant, who virtually becomes the Headmaster and becomes careless.

Although fees are levied with difficulty and the certificated Headmaster has small chance of making a living independently, lay schools are more popular than monastic schools and are certainly more efficient.

Maung San La Aung is mentioned as the donor of arithmetic books for distribution in monasteries, and Maung Aung Ban, Myoôk of Naaf, has done what he could to encourage schools in Naaf township.

On the whole Indigenous education is looking more hopeful than in past years. I attribute this largely to the energy displayed by the Deputy Inspector of Schools.

KYAUKPYU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	6	13	7	...
Pupils	157	337	180	...
Full passes	25	33	8	...
Results-grants paid	976	421	...	555
Certificated managers	4	2	...	2
Certificated assistant teachers	...	...	...	...

The report prepared by Maung Mè Gri represents Kyaukpyu to be very unprofitable soil.

Out of five townships, Cheduba is the only one where any educational success has been obtained.

The township of An has 1 school with 17 boys, Myetôn 1 school with 8 boys, Kyaukpyu 1 school with 25 boys and girls; Ramree township has no school.

Monastic schools visited have generally been found to contain about half-a-dozen pupils each. The pôngyis are said to be indifferent and the people unwilling to pay the smallest fee towards the support of lay schools. Both the certificated managers in receipt of temporary salary are reported on unfavourably.

The Deputy Inspector hopes in some places to secure the co-operation of a few pôngyis, who are likely to be attracted by the offer of results-grants.

In this part of Arakan there is unquestionably very little desire for education, but something more might be done in the Cheduba township.

SANDOWAY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	8	20	12	...
Pupils	391	631	240	...
Full passes	56	126	70	...
Results-grants paid	584	158	...	426
Certificated managers	3	2	...	1
Certificated assistant teachers	1	1	...	...

The new schools added to the list are all monastic, and too much must not be expected of them. Deputy Inspector Maung Mè Gri expresses confidence in the future usefulness of these schools, but the Deputy Commissioner, who knows the district well, has repeatedly stated that the pôngyis in this district are exceptionally ignorant, and that little assistance can be looked for from them. The pôngyis have done next to nothing for education so far.

Turning to lay schools, it is difficult to find ground for congratulation. The two best schools, Maung Ka De's and the American Baptist Mission Chin schools, are both in the town of Sandoway. The former depends for success entirely on the certificated assistant teacher, who is virtually the manager. Maung Ka De does not supply even school accommodation, the house being Government property. I think it is high time a change was made in the managership of this school. The Chin Mission Boarding school collects boys and girls of this backward race and brings them under new and good influences.

Of the three certificated teachers who tried to start schools independently, one has given up the attempt, and the remaining two fear they will be obliged to do the same as there is no demand for education. Education is not prospering.

Pegu Division.

Description.	1890-91.	1891-92.	Increase	Decrease.
Schools	797	822	25	...
Pupils	23,412	27,824	4,412	...
Full passes	1,113	4,393	3,280	...
Results-grants paid	16,928	20,625	3,697	...
Certificated managers	15	26	11	...
Certificated assistant teachers	77	72	...	5

Schools have increased in Hanthawaddy district by 20 and Tharrawaddy by 25, all monastic. On the other hand, Rangoon Town has lost 5, Prome district 4, and Pegu district 11.

An increase of pupils has taken place in every district as well as in the town of Rangoon, but the total is not equal to the previous year's loss.

Full passes have also increased in every district.

Results-grants expenditure has been large, except in Hanthawaddy, where the lay schools have not done so well as usual.

Eleven additional certificated managers is a healthy sign.
The figures generally for Pegu Division are satisfactory.

RANGOON TOWN.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	71	66	...	5
Pupils	2,828	3,546	718	...
Full passes	277	1,122	845	...
Results-grants paid	3,662	5,441	1,779	...
Certificated managers	3	6	3	...
Certificated assistant teachers	13	14	1	..

Of the 66 schools only 13 are monastic.

The best schools are reported to be lay schools under the following managers :—

Maung Myo of Taunglônbyan.
Maung Po Mya of Tatmyè.
Maung Po Nyein (certificated master) of Lamadaw.
Maung Thaw U of Oliphant street.
Maung Shwe Tha of Kemmendine.

From the foregoing list it will be seen that the best schools are not confined to any particular quarter of the town.

Rangoon Town, as might be expected, takes the lead in Vernacular education, but in a busy commercial centre the standard aimed at is not high. A few, chiefly those intending to become teachers, read as far as Standard VII. The majority do not get beyond Standard IV, at which stage those whose parents can afford it are sent to an English school, where the real advanced Burmese is taught.

HANTHAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	151	171	20	...
Pupils	4,514	5,606	1,092	...
Full passes	82	509	427	...
Results-grants paid	2,292	1,196	...	1,096
Certificated managers	...	3	3	...
Certificated assistant teachers	11	8	...	3

Maung Bwa in a carefully prepared report shows a general advance.

The 20 additional schools are all monastic, 5 being new schools and 15 private schools that have qualified themselves for admission. This activity amongst pôngyis' free schools is doubtless the result of recent liberality in allowing results-grants.

An increased attendance of 1,031 boys and 61 girls is very gratifying.

Standard III is the highest reached, and the large increase of passes is chiefly at the lowest stage.

In the 45 monastic schools the average earned is about Rs. 21-10-0, and in the 19 lay schools Rs. 100-13-0. As in other districts, the most advanced schools are lay schools.

PEGU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	181	170	...	11
Pupils	5,064	5,529	465	...
Full passes	212	1,070	858	...
Results-grants paid	3,592	4,284	692	...
Certificated managers	5	7	2	...
Certificated assistant teachers	18	15	...	3

Schools show a loss of 11, but the increase of pupils and passes may be accepted as of more importance.

Pegu town is retarded financially. The townships of Kyauktan and Paunglin have not quite come up to expectation, owing partly to the imperfect handling of Kyauktan independent school and to the retrogression of Hlegu monastic school. Pagandaung township shows the most vigour; Kawa and Payagalè show a good record.

Maung Tun Hla discovers marked activity amongst the monasteries at the prospect of results-grants. To this change of policy and to the new system of examination standards he attributes the remarkable increase of full passes, amounting to 305 per cent. Standard IV is the highest attained by any school, the increase of passes being chiefly in Standards I and II.

Five independent schools in the hands of certificated managers are at work. The managers are rather young men and they have to struggle against the free-school traditions left at Kawa, Pagandaung, and Kyauktan by the so-called-independent schools under Maung Lu Gale, Maung Tun Win, and Maung Tu.

Only 15 certificated teachers are employed; there is room for more.

It is gratifying to learn that influential Burmans have materially aided the cause of education. I mention the names of—

Maung Mo, Myoôk of Kyauktan.
Maung Tha Zan, Ywathugyi, Pauktaw.
Maung Ni, Ywathugyi, Tawa.
Maung Kyaw, Lugyi, Zibin.
U Kyi Gale, Ywathugyi, Makyet.

THARRAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	136	161	25	...
Pupils	4,104	5,075	971	...
Full passes	319	1,007	688	...
Results-grants paid	4,150	5,758	1,608	...
Certificated managers	3	5	2	...
Certificated assistant teachers	17	15	...	2

The prospect of results-grants held out to monasteries has, Maung Pru states, resulted in the admission to the list of several monastic schools, hence the increase of schools and pupils. At the same time, lay schools appear to have fallen in numbers. Whilst the number of schools and pupils has risen, the standard of tuition has retrograded: in the whole district only 18 boys have reached Standard IV.

PROME DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	258	254	...	4
Pupils	6,902	8,068	1,166	...
Full passes	223	685	462	...
Results-grants paid	3,232	3,946	714	...
Certificated managers	4	5	1	...
Certificated assistant teachers	18	20	2	...

Vernacular education continues to thrive in Prome under the judicious supervision of Maung Po Maung. Prome town keeps the lead; Padaung and Shwelè townships make little progress. The townships of Shwedaung, Paungdè, Mahathaman, and Thigôn show improvement, but at Paungdè town managers and teachers have suffered disappointment that has disheartened them. The attention of the Municipality should be called to this and an enquiry made. Vernacular education in the town is not supported as it should be, and promises held out have not been fulfilled. Pupils appear to have increased in number. The explanation is, that instead of taking the number of pupils actually in attend-

ance at the time of the Deputy Inspector's examination for results-grants, as was done last year, the average attendance during the working session is given. The increased number of passes is due to the introduction of the intermediate standards. Two passes by Standard VII were gained, but Standard IV is the mean high-water mark.

In Prome town one addition has been made to the small but valuable list of schools independently maintained by certificated managers. Enterprise in this direction is attended with much difficulty and needs watchful aid. The best schools of this class are conducted by Maung Aung Dôk at Padigôn and Maung Hmat at Prome. One independent school had to be relinquished last December.

Of the 20 certificated teachers at work in this district 5 are females.

Irrawaddy Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	996	1,020	24	...
Pupils	21,489	23,982	2,493	...
Full passes	900	2,618	1,718	...
Results-grants paid	12,107	12,217	110	...
Certificated managers	5	8	3	...
Certificated assistant teachers	67	60	...	7

Although Thayetmyo and Thôngwa show increases under nearly every head, whilst in Henzada and Bassein there has been a loss of schools and pupils, it must not be inferred that the latter two districts are losing ground. The number of full passes has increased in greater proportion in the two districts where the schools have diminished in number.

In this division the rise in pupils exceeds the loss shown in the previous year by 1,252, which may be taken as net increase.

Six certificated assistant teachers less in Henzada must seriously affect six schools, and Thôngwa district can ill afford to lose four; Bassein has gained two and Thayetmyo one, making a net decrease of seven.

Bassein District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	197	183	...	14
Pupils	4,991	4,700	...	291
Full passes	252	614	362	...
Results-grants paid	2,931	2,929	...	2
Certificated managers	...	2	2	..
Certificated assistant teachers	12	14	2	...

Of the towns, Bassein takes the lead in number of pupils and standard of attainments. Nowhere else has Standard V been reached. Kyônpyaw township is specially commended by Maung Po Nwe. Here we find the largest number of boys and girls under instruction. Unlike the rest of the district, eager desire for education is apparent.

Although lacking the services of certificated assistant teachers, the schools generally are promising. Thigwin and Myaungmya townships are the most backward.

Maung Po Nwe discovers a general disinclination to pay fees for instruction in Burmese, which can be got free at the monasteries; consequently, children of ignorant parents in large numbers waste their time at monastic schools. Hence the general low standard of education in many parts of the district. Lay schools and certificated masters are wanted.

THÔNGWA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	268	325	57	...
Pupils	6,249	8,363	2,114	...
Full passes	293	950	657	...
Results-grants paid	4,414	4,937	523	...
Certificated managers	2	3	1	...
Certificated assistant teachers	23	19	...	4

Most of the new schools are monastic and a further increase is anticipated. Every township has contributed towards the large increase of pupils.

Passes, as elsewhere, have increased largely, and are chiefly due to the introduction of Standard I. Standard IV has been reached by only eight pupils of the three independent schools under certificated managers; the one in Yandoon town is doing the best.

Except in two instances, the certificated assistant teachers have worked well.

HENZADA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	169	92	...	77
Pupils	4,384	3,089	...	1,295
Full passes	217	801	584	...
Results-grants paid	3,705	3,129	...	576
Certificated managers	1	2	1	...
Certificated assistant teachers	24	18	...	6

Maung Tun Hla's report accounts for the loss of schools and pupils in this district. In former years, if children were found able to read and write ever so little, the school at which they were taught received a small grant. This year such partial passes cannot be admitted. In every township numbers of schools exist where no provision is made for teaching arithmetic, and 78 such schools had to be transferred to the list of unrecognized schools. Henzada township furnished 20 examples. Although the number of pupils attending little schools of this description is small, the aggregate is sufficient to make a perceptible diminution, hence the loss of 1,295 children. These children, however, are individually no worse off than before, and eventually they may gain by the action of the department, as many of these schools may be induced to raise their standard of tuition by teaching a little arithmetic.

Results-grants would drop as a natural consequence of the action described; but the amount is further diminished by the disappearance of Ma Hintha's Girls' school and the conversion into an Anglo-Vernacular school of the American Baptist Mission Burmese school, Henzada.

Maung Po Ka, the manager of a popular school in Henzada town, passed in the last School-management examination.

All the schools employing certificated assistant masters are commended, and two schools that have no such aid, under managers Ma Min Nwe of Lemyethna and Maung Po Wun of Zalun, are favourably mentioned.

Almost every school is reported to be now training pupil-teachers, many of whom may be expected to appear at the Certificate examination of 1892-93.

The name of Maung Po Bye, Subdivisional Officer, Henzada, is mentioned as prominently active in connection with the indigenous schools of that town.

THAYETMYO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	362	420	58	...
Pupils	5,865	7,830	1,965	...
Full passes	138	253	115	...
Results-grants paid	1,057	1,222	165	...
Certificated managers	2	1	...	1
Certificated assistant teachers	8	9	1	...

This district is advancing. Kama, Sinbaungwe, and Minhla are the leading places. Thayetmyo and Mindôn townships are the most backward. None show pupils higher than Standard IV. In Ywataung Standard III and in Myedè Standard II are the highest reached.

Where certificated assistant teachers are employed, schools are progressing, but the paucity of certificated men is a hindrance. Of the two schools under certificated headmasters, one had to be closed.

Tenasserim Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	400	272	...	128
Pupils	13,018	10,697	...	2,321
Full passes	824	2,407	1,583	...
Results-grants paid	9,638	13,474	3,836	...
Certificated managers	11	16	5	...
Certificated assistant teachers	43	40	...	3

Again, Shwegyin district has to show a decrease in schools and pupils. I think probably many struck off the list in 1891-92 should have been removed in 1890-91, but the Deputy Inspector was appalled at the extent of the reduction and hoped to save some of the schools. The sweep was necessary, and education loses nothing in efficiency; on the contrary the educational agency in Shwegyin was never in better order.

In Toungoo there is a trifling decrease. The remaining districts have only increase to record under every head.

Decided progress has been made in the backward districts of Tavoy and Mergui.

Moulmein Town.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	25	28	3	...
Pupils	1,409	1,535	126	...
Full passes	185	455	270	...
Results-grants paid	2,144	4,235	2,091	...
Certificated managers	4	4	...	...
Certificated assistant teachers	7	5	...	2

Towards the close of the year the Deputy Inspector was suspended and his *locum tenens* found the office records defective. Moulmein town is rich in spacious monasteries, but only six monastic schools are registered; the majority make no provision for teaching arithmetic, nor in fact for any instruction other than religious. Of the four schools under certificated managers, two were opened independently and two are connected with missionary societies. Good work is being done by the lay schools. Standard V has been reached by six boys in Maung Shwe Than's lay school. Maung Waik, the Acting Deputy Inspector, has organized a Teachers' Association. Three meetings have been held and the movement, which seems popular with the Indigenous school-managers, should become beneficial in many ways. Only five certificated assistants are employed in the town against seven in the previous year. There is room for more.

Amherst District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	34	42	8	...
Pupils	1,352	1,625	273	...
Full passes	118	550	432	...
Results-grants paid	859	1,487	628	...
Certificated managers	1	4	3	...
Certificated assistant teachers	11	12	1	...

The Deputy Inspector visited 131 Talaing schools where no Burmese is taught. In many places the Talaing pôngyis were so imperfectly acquainted with Burmese that the Deputy Inspector had difficulty in carrying on conversation in that language. Such localities are educationally backward and may need special treatment.

TAVOY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	15	18	3	...
Pupils	862	955	93	...
Full passes	125	366	241	...
Results grants paid	1,452	1,890	438	...
Certificated managers	3	2	...	1
Certificated assistant teachers	8	7	...	1

Some progress is being made in Tavoy district. Lay schools are the only reliable agency. Maung Tun On reports that in Tavoy town there is not a single kyaung which follows the prescribed course of instruction. Some pôngyis appear to be quite willing to do what is necessary to entitle them to earn results-grants, but their monastery stewards (ကပ္ပိယ), as spokesmen of the pôngyis' supporters, object on the ground that the pôngyis' teaching should be confined to religious subjects. This is doubtless the attitude of the orthodox Buddhist, who cannot conscientiously allow the pôngyi to lower his position by accepting a Government subsidy and submitting to departmental regulations.

Schools have increased by three and there is a prospect of further increase in the district, but the managers are not very competent, and much must not be expected at first. The people engaged chiefly in fishing and agriculture do not set a high value on schools, and are strongly averse to any fee beyond the customary annual basket of rice.

Pupils have increased in number, about in proportion to the increase in schools.

Full passes, as might be expected, are much more numerous, but the standard has fallen.

The increased amount earned as results-grants is a good sign. In the district, however, great discouragement has been caused by heavy deduction from the money earned in village schools.

This fact, and the fee difficulty, has probably had something to do with the reduction in the number of certificated managers and certificated assistant teachers engaged.

The Tavoy Municipal Committee have insisted on a tuition fee, and since the 1st April 1891 4 annas has been the minimum rate, though I am not aware of any school in Tavoy town that is able to get a higher rate.

Maung Shwe Nya, Thugyi of Nyaungzin circle, is the only thugyi who has rendered the Deputy Inspector active assistance.

The best schools are—

American Baptist Mission school, Tavoy.

Maung Tha Byu's school, Wekyun.

The following schools have retrograded :—

Maung Shwe Khaing's school, Tavoy.

U Te's school, Tavoy.

MERGUI DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	5	9	4	...
Pupils	190	530	340	...
Full passes	42	156	114	...
Results-grants paid	352	856	504	...
Certificated managers	2	2	...	...
Certificated assistant teachers	2	2	...	...

This district, added to Tavoy, forms one Deputy Inspector's charge. During the year under report the Deputy Inspector's work in Mergui district has been shared by the newly appointed Sub-Inspector, Maung Po Gywe, with good results. Decided improvement has taken place as the figures indicate.

In Mergui, as in Tavoy, monastic schools have done very little for education, but Maung Tun On expresses the hope that since results-grants have again been thrown open to them, pôngyis will qualify themselves to teach the prescribed subjects.

Of the four newly registered schools, two are lay and two monastic, both schools being limited to Standards I and II. During the year three monastic schools, one in Mergui town and the other in Tenasserim, were able to earn small grants.

The large increase to the number of pupils brought under instruction in recognized schools is very gratifying.

Full passes have, as might be expected, increased in number, but, as in Tavoy district, there is a falling off in the number under Standard IV.

Results-grants earned are more than double the previous year's total.

The number of certificated managers and certificated assistant teachers remains very small owing to the reluctance of the people to pay school-fees for Vernacular tuition.

Tavoy, and more especially Mergui, are remote, old-fashioned localities, and western notions are unfamiliar. The revolution can best be effected by the tact of good certificated Headmasters able to maintain schools of their own, and special encouragement must be given to men of this description willing to undertake a difficult task.

At Palaw the school makes no progress, the villagers being very indifferent. The fee rate has been raised from 1 anna to 1½ annas. The Myoôk and the thugyi told the Deputy Inspector that a higher rate cannot be expected as Government had built a wharf, market, lugyi's court, and circuit-house from money collected from the villagers, most of whom are fishermen and cultivators.

At Palaw the Sub-Inspector induced the thugyi's son to start a school, but no fees are levied. The Deputy Inspector thinks something can be done here.

Tenasserim has two monastic schools that are not of much value. There is a Government school building, where at one time free education was provided, but the people say they cannot afford a fee of even 2 annas a month, consequently no certificated man is likely to try and make a living there. Mr. Batten, the Deputy Commissioner, confirms the statement regarding the poverty of the villagers.

Cases of this sort are perplexing, but if the people do not want anything more than the monastery provides, it seems undesirable to supply *gratis* what is not valued.

Considering the inert attitude of the people with regard to Vernacular schools, the progress effected is very creditable to Maung Tun On and Sub-Inspector Maung Po Gywe.

SHWEGYIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease
Schools	206	62	...	144
Pupils	5,629	2,491	...	3,138
Full passes	265	675	410	...
Results-grants paid	4,021	3,984	...	37
Certificated managers	1	4	3	...
Certificated assistant teachers	7	7	...	...

Maung Tu makes a very full and thoughtful report on Indigenous schools and Primary education in Shwegyin district.

Notwithstanding the figures ranged under the heading of "Decrease," much real improvement has taken place which cannot be tabulated, but may be expected in due time to become apparent. Shwegyin town has good lay schools. Pyuntaza and Bilin have the largest number; Kyaikto has improved a great deal;

Sittang and Kyaukgyi want to have free education provided by Government, and have in some places behaved so shabbily to school-masters that the Deputy Inspector thinks they do not deserve any State aid at all.

If aided by a Sub-Inspector of Schools, Maung Tu's work would be doubled. He is a good officer and will do much to provide education in the district.

TOUNGOO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	115	113	...	2
Pupils	3,576	3,561	...	15
Full passes	89	205	116	...
Results-grants paid	810	1,022	212	...
Certificated managers	...	...	...	...
Certificated assistant teachers	8	7	...	1

This district has to depend on a large number of monastic schools of the ordinary type, and, without the aid of certificated assistant masters, very little advance can be expected. Unfortunately there are seven certificated teachers amongst 113 schools.

Toungoo town has some good lay schools, of which Saya Gwet's is the best.

At Wadi, Zayawadi township, U Sanda has a good school which, with the energetic aid of the certificated teacher Maung Tha Zan, bids fair to reach the 7th standard.

Special Classes.

54. *General Statistics of Mahomedan and Karen Schools.*

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	474	464	...	10
Pupils	13,680	14,552	872	...
Full passes	1,119	2,908	1,789	...
Results-grants paid	20,102	22,183	2,081	...
Certificated managers	2	1	...	1
Certificated assistant teachers	14	17	3	...
Certificated Karen teachers	172	192	20	...

As stated in last year's report, the figures relate almost wholly to Karens, who are found only in Pegu, Irrawaddy, and Tenasserim divisions. Full details regarding them are found in subsequent paragraphs of this report.

The Mahomedans belong to the Akyab district of the Arakan Division, where alone are found schools fulfilling the conditions of registration. In other parts of the country there are a few so-called schools, but they belong to the private school list, and information concerning them will be found in Section IX of this report.

A few Chins are under instruction under the American Baptist Missionary's superintendence in the Sandoway and Henzada districts. Special information regarding the above three races will be found in Section VIII.

Arakan Division.

The only races in this division for whom any special provision is made are Mahomedans and Chins. For the former education is chiefly carried on in the Akyab district, and the latter in Sandoway.

The Mahomedans show little progress, but interest is being awakened. Chin boys and girls are collected in the American Baptist Mission Boarding school, Sandoway, where they receive instruction in Burmese.

At the small Government Primary school, Paletwa, attempts are still made to bring Kwèmis and Chaungthas under instruction, but with very little success.

Mahomedans.

AKYAB DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	23	5	...	18
Pupils	557	165	...	392
Full passes	...	26	26	..
Results-grants paid	120	1,226	1,106	...
Certificated managers	...	...	...	...
Certificated assistant teachers	...	1	1	...

The inability to teach arithmetic has disqualified 18 out of 23 schools for a place on the list of recognized schools. Until proper teachers are available no real progress can be expected.

RANGOON TOWN.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	1	2	1	...
Pupils	38	205	167	...
Full passes	3	13	10	...
Results-grants paid	...	361	361	...
Certificated managers	...	...	...	...
Certificated assistant teachers	...	...	...	...

The Madrasa-i-Islamia remains as in 1890-91 on the list of Vernacular schools. Some English is taught, but no steps have been taken for the registration of the school as an Anglo-Vernacular institution. Two other small schools have been opened in the town.

SANDOWAY DISTRICT.

The condition of the American Baptist Mission school for Chins remains as it was described in the report for last year. Progress is necessarily slow. The Chins contribute towards the cost of the boarding expenses.

General Statistics of Karen Schools.

Pegu, Irrawaddy, and Tenasserim Divisions.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	450	457	7	...
Pupils	13,085	14,182	1,097	...
Full passes	1,116	2,869	1,753	...
Results-grants paid	19,982	20,596	614	...
Certificated managers	2	1	...	1
Certificated assistant teachers	14	16	2	...
Certificated Karen teachers	172	192	20	...

Pegu Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	112	119	7	...
Pupils	3,144	3,392	248	..
Full passes	303	693	390	...
Results-grants paid	5,790	4,861	...	929
Certificated managers	2	1	...	1
Certificated assistant teachers	6	6	...	...
Certificated Karen teachers	46	61	15	...

Maung Lu has been relieved of the charge of Thôngwa district since the beginning of 1891-92.

There is again a falling off in the results-grants earned.

The decline in grants earned occurs in the Tharrawaddy and Pegu districts. Hanthawaddy has earned Rs. 202 more than in the previous year. Schools, pupils, and full passes have all increased in number. More teachers have also been employed.

HANTHAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	50	52	2	...
Pupils	1,347	1,355	8	...
Full passes	132	226	94	...
Results-grants paid	1,818	2,020	202	...
Certificated managers	1	...	...	1
Certificated assistant teachers	3	3	...	...
Karen certificated teachers	17	24	7	...

Great activity continues to be displayed amongst the non-Christian Karens. Maung Lu acknowledges the valuable help of Saya Bein of Kungyangôn and Ko Kaing of Yetho, both men of influence amongst the Karens. The general advance is satisfactory.

PEGU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	34	38	4	...
Pupils	969	1,080	111	...
Full passes	102	234	132	...
Results-grants paid	2,132	1,706	...	426
Certificated managers	1	1	...	...
Certificated assistant teachers	3	3	...	...
Karen certificated teachers	16	21	5	...

The year has been very successful. Maung Lu says attempts have been made to introduce the regular payment of school-fees, but to the Karens the practice is distasteful, while contributions in kind are made liberally.

U Bya Galè, A.T.M., of Payathônzu, U Shwe Pu of Yindikepin, and Po Grah of Pôngyi, have been zealous for education.

THARRAWADDY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	28	29	1	...
Pupils	828	957	129	...
Full passes	69	233	164	...
Results-grants paid	1,840	1,135	...	705
Certificated managers	...	...	...	...
Certificated assistant teachers	...	...	...	...
Karen certificated teachers	13	16	3	...

On the whole Tharrawaddy district has done well this year. The people are showing greater interest in school work. U Tun Aung of Singu, Ko Dee Po of Sindalin, U San Ya of Taungboshè, have been helpful in many ways.

Irrawaddy Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	224	230	6	...
Pupils	6,282	7,191	909	...
Full passes	534	1,467	933	...
Results-grants paid	10,664	11,401	737	...
Certificated managers	...	...	...	...
Certificated assistant teachers	4	6	2	...
Certificated Karen teachers	78	92	14	...

From the beginning of 1891-92 Bassein district formed a separate charge under one Deputy Inspector; the districts of Henzada, Thôngwa, and Thayetymo a separate charge under another Deputy Inspector. By this separation the schools receive better attention. It will be seen from the foregoing table that under every head increase has taken place. Maung Shwe Ni of Bassein and Maung Pa of Henzada *cum* Thôngwa district both report good progress.

Thôngwa District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	82	87	5	...
Pupils	2,208	2,648	440	...
Full passes	228	529	301	...
Results-grants paid	2,863	3,709	846	...
Certificated managers	...	...	...	...
Certificated assistant teachers	2	4	2	...
Certificated Karen teachers	17	24	7	...

The Karen population is reported to be steadily increasing. As new villages are formed, new schools spring up, chiefly under Christian management. In Christian villages the building used as a place of worship on Sunday becomes the school-house the rest of the week. Non-Christian village schools are not so well housed, most of the buildings being very primitive shanties, without even mat walls.

The townships of Yandoon, Pantanaw, and Dedayè need a little stimulating, but in the other four townships, Thôngwa, Shwelaung, Danubyu, and Pyapôn, good progress is being made.

Although there are no schools independently conducted by certificated headmasters, four certificated assistant teachers are employed, the people paying half their salary.

Certificated Karen teachers have been increased by seven, but here, as in other districts, dissatisfaction is expressed with third grade teachers. Karen schools now demand better qualifications.

If the imperfect teaching of English, to which the Karen clings, could be excluded, much time now wasted would be more profitably spent. The smattering of English imparted is of no use, and of course it is not recognized.

On the whole Thôngwa district has done well.

Bassein District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	108	102	...	6
Pupils	3,091	3,218	127	...
Full passes	217	619	402	...
Results-grants paid	5,645	5,562	...	83
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	45	51	6	...

Notwithstanding the loss of six schools, education is gradually spreading over a wider area and advancing to a higher stage. Out of nine townships six reach Standard IV, and one passed boys by Standard V; none fall below Standard III.

The leading schools are at Kangyi, Payachaung, Anangôn, Mithwèdaik, Asugyi, and Singugyi.

For many years the Reverend Father Keru of Myaungmya has done much for Karen education. The results-grants system is reported to be invaluable.

Of the salary-grant system the Deputy Inspector says—

"It has been on trial and is found working quite well. It is liked and called for more in this district this year than in past years. No doubt in the course of a few years its popularity will be greatly enhanced."

Certificated teachers "are just the kind the people want to have," but the supply is not equal to the demand.

A noteworthy statement is made that the establishment of schools by unqualified teachers is not on the increase; it is now stationary.

HENZADA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	34	41	7	...
Pupils	983	1,325	342	...
Full passes	89	319	230	...
Results-grants paid	2,156	2,130	...	26
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	16	17	1	...

Progress is not rapid in this district; still there is a forward movement. Pwo-Karens and non-Christian Sgau-Karens, Maung Pa reports, are showing greater interest in school-work than in past years. A good deal of time is wasted on learning English from teachers quite incapable of teaching that language.

The difference between the bare huts that form the school-houses in non-Christian villages and the well furnished chapel made available in Christian villages is commented on.

THAYETMYO DISTRICT.

There are no Karen schools at present in the Thayetmyo district.

Tenasserim Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	114	108	...	6
Pupils	3,671	3,599	...	72
Full passes	279	709	430	...
Results-grants paid	3,528	4,334	806	...
Certificated managers	...	...	...	...
Certificated assistant teachers	4	4	...	9
Certificated Karen teachers	48	39	...	...

Of the six districts in this division, four, namely, Amherst, Tavoy, Mergui, and the Salween Hill Tracts, form one charge, entrusted to an unassisted Deputy Inspector. The other two districts, namely, Toungoo and Shwegyin, are under a Deputy Inspector, who is also in charge of the Burmese work in Toungoo district. The work cannot be efficiently done, and it will be necessary next year to appoint a Sub-Inspector to each.

Out of 108 schools 81 belong to the two districts of Amherst and Toungoo, leaving 27 divided amongst the remaining four districts, Tavoy, Mergui, Salween Hill Tracts, and Shwegyin. These four need closer inspection than can now be

given. The Toungoo Deputy Inspector also needs assistance, as travelling is difficult and slow.

Amherst and Tavoy show advance; but the other districts remain very backward.

SHWEGYIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	11	9	...	2
Pupils	462	364	...	98
Full passes	23	95	72	...
Results-grants paid	406	404	...	2
Certificated managers	...	...	...	...
Certificated assistant teachers	...	...	...	...
Certificated Karen teachers	2	1	...	1

The nine Karen schools are confined to three townships. Kyaukgyi has five schools, Pyuntaza three, and Shwegyin one. Karens in these districts are chiefly cultivators in a small way. Maung Shah Nwe's boarding school at Shwegyin has rather more than one-third of the Karen school boys of the whole district. The institution is liberally supported by the Karens, but their means are limited. Tuition is carried up to the 5th standard. The other schools do not get beyond Standard II, which is as much as can be expected until they obtain the aid of Karen certificated teachers. By the introduction of Standards I and II these village schools have been able to show a larger number of passes.

The people are willing to contribute towards the support of trained school teachers, and when these are available the usual progress will follow.

TOUNGOO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	34	32	...	2
Pupils	1,333	1,211	...	122
Full passes	107	234	127	...
Results-grants paid	1,303	1,678	375	...
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	21	16	...	5

Two schools which failed to keep open for four months have been removed from the registered list and classed as private schools.

Cholera in the villages has reduced the attendance at many schools and a general depression has been felt.

The American Baptist, the Roman Catholic, and the S. P. G. Mission have boarding schools in Toungoo town for Karens. In the American Baptist Mission school the standard for admission has been raised.

AMHERST DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	46	49	3	...
Pupils	1,368	1,538	170	...
Full passes	114	311	197	...
Results-grants paid	1,182	1,585	403	...
Certificated managers	...	...	...	...
Certificated assistant teachers	2	2	...	...
Certificated Karen teachers	16	15	...	1

The Deputy Inspector's report furnishes particulars of 8 out of 11 townships. The three townships where no educational work is shown are Zaya, Yelamaing, and Wagaru. The backward township of Martaban shows an increase of 33 pupils, but from the whole township only 9 full passes were obtained, and

results-grants fell off by Rs. 43. Pagat has no good school; the people are very poor, and the township has no Christian Karens to take the lead in education. In the other six townships the state of affairs is much the same as in the previous year. The Gyaing-Salween township is the only one that was able to draw larger results-grants under the new than under the old rules. Everywhere else there seems to have been a reduction in the amount earned under optional subjects, from which many pupils were excluded, because they did not fully pass in the compulsory subjects.

Besides the two certificated assistant teachers and the 15 Karen certificate-holders now employed, there are vacancies for two more certificated assistant teachers and four more Karen certificate-holders.

Karen certificate-holders are less by one than in 1890-91, the Karen assistant at Maung Ku Lawa's school, Balugyun, having left to set up a school of his own in the town.

TAVOY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	7	7	...	...
Pupils	159	182	23	...
Full passes	11	33	22	...
Results-grants paid	164	190	26	...
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	3	2	...	1

The figures under the head of pupils, full passes, and results-grants show a slight forward movement. Poverty retards educational work. In the central township the American Baptist Mission propose to open two new schools, intended to be in operation during the dry season only.

MERGUI DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	12	9	...	3
Pupils	291	263	...	28
Full passes	23	30	7	...
Results-grants paid	473	477	4	...
Certificated managers	...	...	...	...
Certificated teachers	...	...	...	...
Certificated Karen teachers	6	5	...	1

Palaw township owns six out of the nine Karen schools. Education has shown a tendency to slip back.

SALWEEN HILL TRACTS.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	4	2	...	2
Pupils	58	41	...	17
Full passes	1	6	5	...
Results-grants paid	...	...	...	...
Certificated Karen teachers	...	...	...	...
Certificated teachers	...	...	...	...

In this wild region, even with the most careful nursing, schools have a very uncertain existence. Maung Pala Paw's school at Papun with difficulty earned Rs. 67-8-0. No other school earned anything.

SECTION VI.

SPECIAL INSTRUCTION.

55. This section deals with—

(i) Training schools for teachers.
(ii) Technical schools.
(iii) Schools for professional instruction.

56. The statement below gives the leading statistics for the past two years :—

Class of institution.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	2	51	2	63
Training schools for mistresses	2	30	2	21
Schools of art	...	...	...	...
Law schools	...	...	...	...
Engineering and Survey schools	14	391	12	295
Industrial schools	1	51	1	18
Other schools	1	45	1	59
Total ...	20	568	18	456

The training schools remain unchanged in number, but Anglo-Vernacular classes have been added to the one at Moulmein.

Survey schools are under the control of the Director of Land Records. The two schools closed were at Mergui and Sandoway.

The only Industrial school is St. Peter's Roman Catholic Mission Institute at Bassein. Just before the close of the year St. Luke's S. P. G. school, Toungoo, registered its printing and book-binding workshop as an industrial department, but it is not included in the statistics for 1891-92.

57. A.—*Training Schools for Teachers.*

The following are the figures for the last two years :—

Name of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	32	1	32
Normal school, Moulmein	1	19	1	31
Female Normal class, Rangoon	1	20	1	15
Female Normal class, Moulmein	1	10	1	6
Total ...	4	81	4	84

All the Normal schools of the province have been during the year reorganized so as to fall in with the new rules for teachers' tests. The figures next year will be much higher. The passes gained are given below. They were all Vernacular, the Anglo-Vernacular branch of the Moulmein Normal school being only in its second year. Three years are necessary to complete the course. There was a special examination held in December to enable all those who had hitherto worked under the old system to pass out. The first examination under the new system takes place in December 1892.

The passes gained were as follows; they are all Vernacular :—

Name of school.	1890-91.	1891-92.
Akyab Normal school	8	3
Moulmein Normal school	4	2
Rangoon Female Normal school	5	5
Moulmein Female Normal school	5	6

The first place amongst the successful examinees was taken by a student from the Government Normal School, Moulmein.

From Akyab a student from the Mahomedan department has for the first time succeeded in gaining a certificate.

The two Female Normal schools working in connection with the American Baptist Mission Girls' schools did well.

58. **B.**—*Schools for Professional and Technical Instruction.*

Industrial and Technical Schools.—The St. Peter's Industrial school was examined, as last year, by a professional board of examiners and did well. The work is being carried on very systematically and well.

Sanction was given for the award of 12 scholarships, to be distributed among the students of the four standards at work in each branch.

Kindergarten and Vocal Music Classes.—The class in the American Methodist Episcopal school is still at work, and classes have been opened in connection with the Sgau and Pwo Karen schools, Bassein. Music has been made the subject of examination for the first time at the same two schools. I wish this were taken up more largely by all schools.

The Diocesan schools have had good singing classes under the tuition of W. Sherriff, Esq., who has very kindly given his spare time for teaching the Tonic Sol-fa system.

Kindergarten teaching has been taken up systematically, and a teacher supplied by the Government in the Government Normal school, Moulmein, and in the American Baptist Mission, Kemmendine, American Baptist Mission, Moulmein, and the St. John's Convent, Rangoon, Normal schools.

Medical and Engineering.—The 25 Medical and Engineering scholars were distributed as below :—

Seebpore Engineering College	3
Calcutta Medical College	5
Madras Auxiliary Medical School	13
Attending hospitals in the province for the pre-collegiate course	4
Total ...	25

Of the five medical students, four are women; one was dismissed the college and her scholarship withdrawn for insubordination and disobedience of orders. Miss Forbes is still undergoing her practical course. Miss Watts and Miss Imrie are making good progress in their studies.

The only remaining male student (Maung Mya) passed out during the year and has obtained an appointment in the province.

One Engineering and three Hospital Assistant scholars passed out during the year and have obtained appointments in the province.

Maung Pe Maung, Engineering, and Maung Kyi Nain, Hospital Assistant scholars, were compelled to leave college owing to their failure to pass, and Maung Shwe Mu, Hospital Assistant scholar, appointed during the year, failed to take up his scholarship as his relatives refused to execute the security bond.

The Dufferin Maternity Hospital presented for examination 20 candidates during the year; 8 passed in sick-nursing and 12 in midwifery.

It is a matter for congratulation that whereas five years ago there was not a trained nurse and midwife who could speak Burmese, there are now 50 such practising among their own people in the province.

The grant of Rs. 8,000 yearly from Provincial and Municipal Funds is being continued to the institution.

SECTION VII.

Female Education.

59. The following are the leading figures in connection with female education:—

Class of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the Department	2	30	2	21
Maintained by Municipal Boards	2	114	1	88
Under public management—				
Aided by the Grant-in-aid Rules of 1887	15	1,042	14	783
Aided under the Rules for Indigenous Schools	38	875	45	1,245
Unaided under the Rules for Indigenous Schools	9	120	11	83
Total ...	66	2,181	73	2,220
Boys' schools to which girls are admitted	991	10,878	962	12,026
Private institutions of indigenous instruction	453	1,569	398	1,959
Grand Total ...	1,510	14,628	1,433	16,205

A few changes have taken place. Schools managed by the Department, namely, the two Normal schools for girls, remain as before, working in connection with the American Baptist Mission Girls' schools at Rangoon and Moulmein. A Normal school for the training of European mistresses has been opened in connection with the St. John's Convent, Rangoon, but the figures for this will appear in next year's report.

Of the two schools under Municipal Boards, one, the Shwedaung Girls' school, has been absorbed by Maung So's lay school. The Rangoon Municipal school has thriven.

Schools aided under the Grant-in-aid Rules are one less in number. Three have been transferred to the list of schools aided under Indigenous School Rules, and two, the Bishop's Home for Girls, Rangoon, and St. Anne's Convent, Akyab, have been added to the register.

Boys' schools to which girls are admitted were less by 29, but the number of pupils increased by 1,148.

Private institutions also show a gain in pupils, though the number of schools was less.

Deputy Inspectors generally are of opinion that mixed schools suit the present requirements of the Burmese better than distinct schools for girls. Old objections are still strongly maintained. At one district where a trained mistress opened a school, only very young girls could be induced to attend; the older ones (that is, those more than 9 or 10 years of age) were shy about joining.

The Arakanese, on the other hand, object to mixed schools, without, however, advocating girls' schools. Female education meets with very little approval in Arakan.

At Dabein, in the Pegu district, Pôngyi U Thagara has a school for girls connected with the monastery and takes much interest in it.

Amongst the Karens, boys and girls commonly attend school together. In Bassein district passes by girl pupils increased from 49 to 234. In female education the Christian Karen is taking the lead. The Karen Deputy Inspectors repeat their statement that Karen female teachers are wanted.

60. The following is a statement of the passes secured by girls in the various schools :—

Schools.	Entrance.		Middle stage.		Upper Primary stage.		Lower Primary stage.		Remarks.
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	
Government and Municipal ...	...	...	4	...	5	8	6	31	
Registered under Grant-in-aid Rules of 1887.	11	...	15	24	100	227	99	350	
Burmese Indigenous	...	...	...	6	72	111	348	1,819	
Karen Indigenous	...	...	...	8	53	158	243	687	
Mahomedan	...	...	...	...	...	...	...	1	
Total ...	11	...	19	38	230	504	696	2,888	

Entrance passes have fallen from 11 to none. I am afraid this has been due to the hurried and ill-advised promotion of girls unfit for it before the 8th Standard came into force. Middle school passes show an increase. Primary passes have increased in girls' schools of all kinds—English, Burmese, Karen, and Mahomedan.

61. Reference has been made to the work of the female medical students in the preceding section.

SECTION VIII.

Education of Special Classes.

(*a*) *Europeans.*

62. The following is a statement showing the number of schools attended by Europeans only and the number of pupils in them :—

Class of schools.	Number of schools on 31st March		Number of scholars on the 31st March					
			1890-91.			1891-92.		
	1890-91.	1891-92.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
Aided, for boys. { High schools...	...	1	...	...	...	116	...	116
{ Middle schools	2	...	62	16	78	...	...	...
Total ...	2	1	62	16	78	116	...	116
Aided, for girls. { High schools...	3	4	72	350	422	89	429	518
{ Middle schools	6	5	127	221	348	71	135	206
Total ...	9	9	199	571	770	160	564	724
Total Secondary Schools ...	11	10	261	587	848	276	564	840
Primary Schools—								
For boys	1	1	19	34	53	14	30	44
For girls	...	1	...	...	...	...	21	21
Total Primary Schools ...	1	2	19	34	53	14	51	65
Special Schools—								
For boys	...	...	...	...	...	...	...	...
For girls	1	1	16	29	45	36	23	59
Total Special Schools ...	1	1	16	29	45	36	23	59
Grand Total ...	13	13	296	650	946	326	638	964

This leaves the number of schools the same, but the number of pupils has increased by 18.

The Episcopal Methodist Kindergarten class, Rangoon, is still the only one in connection with European schools. One has been opened since 1st April in connection with the St. John's Convent, Rangoon.

In the following schools European pupils are specially provided for :—

	Pupils.
St. John's Convent, Rangoon	198
Episcopal Methodist, Rangoon	104
Diocesan Boys' School, Rangoon	121
Diocesan Girls' School, Rangoon	125
Old Convent (English), Rangoon	57
St. Philip's School, Rangoon	44
Methodist Episcopal (Kindergarten), Rangoon	59
Bishop's Home, Rangoon	21
Cantonment School, Moulmein	45
St. Matthews' School, Moulmein	35
Eurasian Home School, Moulmein	56
St. Joseph's Convent, Moulmein	120
Girls' School, Akyab	31
Total ...	1,016

Of the foregoing 1,016 pupils, only 964 are Europeans or Eurasians, the remaining 52 being made up of 22 Native Christians, 8 Jews, and 22 others, nearly all Buddhist Burmans. The other schools open to all races, but which are attended largely by Europeans, are the same as last year, namely, St. John's College, S. P. G., 113 pupils, St. Paul's High school 218, and the American Baptist Mission Boys' school 49 pupils, all in Rangoon, and St. Patrick's High school, Moulmein, with 81 pupils, account for the majority of the 746 European pupils attending schools open to all races.

63. The following is a statement of the cost of European education in the 13 schools maintained for European children only :—

Head of expenditure.	1890-91.		1891-92.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	17,193	44,671	15,953	47,108
Primary education	...	794	...	3,259
Special education	...	752	...	454
Scholarships	670	670	1,169	1,169
Buildings	...	8,157	9,000	9,351
Superintendence	...	8,040	...	8,200
Furniture and apparatus (special grants only)	...	850	308	1,763
Miscellaneous	450	2,500	420	1,483
Total ...	18,313	66,434	26,850	72,787

64. The following table gives the particulars according to the stages of instruction for the 10 Secondary and Primary schools open to Europeans only :—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
												Reading printed books. 4			*Not reading printed books.* 5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys ... Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Local and ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Local and ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Aided ... English	...	1	116	3	...	3	25	...	25	62	...	62	26	...	26	...	...	...	116	...	116
For boys ... Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Unaided ... English	—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	1	116	3	...	3	25	...	25	62	...	62	26	...	26	...	...	...	116	...	116
For girls ... Government ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Government ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Municipal ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Municipal ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Native States ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Aided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Aided ... Vernacular	...	9	724	...	18	18	12	177	189	38	172	210	110	197	307	...	...	...	160	564	724
For girls ... Unaided ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	9	724	...	18	18	12	177	189	38	172	210	110	197	307	...	...	...	160	564	724
Total Secondary Schools	...	10	840	3	18	21	37	177	214	100	172	272	136	197	333	...	...	...	276	564	840
Primary schools—																				
For boys ... Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... Aided	...	1	44	...	...	...	...	...	...	1	8	9	13	22	35	...	...	...	14	30	44
For boys ... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	1	44	...	...	...	...	...	...	1	8	9	13	22	35	...	...	...	14	30	44
For girls ... Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Aided	...	1	21	...	...	...	...	...	...	5	5	...	16	16	...	...	...	...	21	21
For girls ... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	1	21	...	...	...	...	...	...	...	5	5	...	16	16	...	...	...	...	21	21
Total Primary Schools	...	2	65	...	...	...	...	...	...	1	13	14	13	38	51	...	...	...	14	51	65
Grand Total	...	12	905	3	18	21	37	177	214	101	185	286	149	235	384	...	...	...	290	615	905

65. The number of passes gained by European pupils at the University and Provincial examinations are as follows:—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		*All races.*			
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
B. A.	...	...	...	...	...	...
F. A.	...	...	4	1	4	1
Entrance	11	...	13	7	24	7
VII		28	...	17	...	45
VI Middle	12	27	24	32	36	59
V		22	...	30	...	52
Primary.						
IV Upper Primary		77		36		113
III	183	78	81	43	264	121
II Lower Primary		78		52		130
I		70		47		117
Total ...	206	380	122	265	328	645

Collegiate.—No passes.

Upper Secondary.—At the Calcutta Entrance examination the number of passes fell from 11 to 7, the successful pupils coming from schools attended by all races. No Entrance passes were gained by schools for Europeans only.

Lower Secondary.—Middle school passes again show an increase, but in this case the increase is confined to schools for Europeans only. In the schools open to all races the European Middle school passes fell from 24 to 17.

Primary.—In both classes of schools primary passes have increased largely. This result is in a great measure due to the creation under the new system of intermediate standards to which children were for the first time admitted.

(*b*) *Mahomedans.*

66. Indigenous Mahomedan schools and pupils were as follows:—

Towns.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Akyab	23	557	5	165
Rangoon Town	1	38	2	205
Total ...	24	595	7	370

In Rangoon Town two new schools have been opened, one in the cantonment, the other in Sitkè Maung Kine street, but statistics have been received only from two schools. The principal school of this class is the Madrissa-i-Islamia in Fraser street, which has between 70 and 80 pupils including 7 girls. Three English and three Vernacular teachers are employed.

It has not got beyond the Upper Primary standard, nor is it registered.

Akyab district is the home of Mahomedan schools in Lower Burma, and they bid fair to succeed best in the districts of Naaf and Kaladan. Any trifling

fluctuation in their numbers at their present stage is of small importance. They are at the most elementary stage, and no tangible progress can be looked for until qualified teachers are available.

Last December one student from the Normal school gained his Teacher's certificate and has been posted to a school. One other teacher, formerly a Maulvi attached to the High school, Akyab, is recognized as a certificated teacher.

For the first time full passes have this year been gained by Lower Primary standards.

Deputy Inspector Sheik Ainudin reports that the Mahomedans, unlike the Arakanese, show a genuine desire to secure instruction for their children.

(c) Chins.

67. Very little change has occurred during the year. The education of this class in the Irrawaddy and Arakan Divisions is in the hands of the American Baptist Mission at the towns of Henzada and Sandoway.

With wild backward tribes progress must necessarily be slow.

(d) Karens.

68. Karen schools have been fully reported on in Section V. They are rapidly emerging from the special class, and may soon be expected to take their place on the same level as Burmese indigenous schools. The following statement is added to show concisely the leading particulars concerning them :—

Division.	District.	Number of schools.		Number of pupils.		Number of certificated teachers.		Masters with Karen teacher's certificate.	
		1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Arakan	Akyab	...	...	...	...	...	...	...	...
	Kyaukpyu	...	...	...	...	...	...	...	...
	Sandoway	...	...	...	...	...	...	...	...
	Arakan Hills Tracts ...	...	...	...	...	...	...	...	...
Pegu	Rangoon	...	...	..	..	...	...	..	...
	Hanthawaddy ...	50	52	1,347	1,355	4	3	17	24
	Pegu	34	38	969	1,089	1	4	16	21
	Tharrawaddy ...	28	29	828	957	...	...	13	16
	Prome	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa	82	87	2,208	2,648	2	4	17	24
	Bassein	108	102	3,091	3,218	1	1	45	51
	Henzada	34	41	983	1,325	1	1	14	17
	Thayetmyo ...	...	...	...	...	...	...	...	...
	Moulmein	...	...	...	...	...	...	...	...
Tenasserim.	Amherst	46	49	1,368	1,538	2	2	16	15
	Shwegyin	11	9	462	364	...	...	2	1
	Toungoo	34	32	1,333	1,211	1	1	21	16
	Tavoy	7	7	159	182	1	1	3	2
	Mergui	12	9	291	263	...	...	6	5
	Salween	4	2	58	41	...	...	...	...
	Total ...	450	457	13,097	14,182	16	17	172	192

69. The following statement shows the number of primary passes obtained and the amount of grants earned during the past two years :—

Division.	District.	1890-91. Upper Primary.	Lower Primary.	Total.	Grants earned.	1891-92. Upper Primary.	Lower Primary.	Total.	Grants earned.	Increase.	Decrease.
					Rs. A. P.				Rs. A.		
Arakan	Akyab ...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu ...	...	...	...	...	...	...	...	...	...	...
	Sandoway ...	...	...	...	...	...	...	...	...	...	...
	Arakan Hill Tracts.	...	...	...	...	...	...	...	...	...	...
Pegu	Rangoon ...	...	...	...	...	...	...	...	...	...	...
	Hanthawaddy ...	28	104	132	2,019 12 0	58	168	226	1,533 0	...	...
	Pegu	28	74	102	1,705 8 0	63	171	234	1,655 11	...	...
	Tharrawaddy ...	19	50	69	1,208 4 0	55	178	233	724 10	...	...
	Prome ...	...	...	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa ...	59	169	228	3,708 12 0	122	407	529	3,745 5	...	...
	Bassein ...	54	163	217	6,147 8 0	129	490	619	4,522 10	...	...
	Hènzada ...	18	71	89	2,129 4 0	47	272	319	2,123 0	...	...
	Thayetmyo ...	...	...	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein ...	...	...	...	...	...	...	...	...	...	...
	Amherst ...	32	82	114	2,619 8 0	62	249	311	1,979 4	...	...
	Shwegyin ...	3	20	23	403 8 0	26	69	95	754 10	...	...
	Toungoo ...	39	68	107	1,688 8 0	50	184	234	1,816 4	...	...
	Tavoy ...	1	10	11	274 0 0	5	28	33	162 12	...	...
	Mergui ...	5	18	23	477 4 0	1	29	30	211 8	...	...
	Salween ...	...	1	1	67 8 0	...	6	6	33 12	...	...
	Total ...	286	830	1,116	22,449 4 0	618	2,251	2,869	19,262 6	...	...

(*e*) *Other Tribes.*

70. At present no other tribes are receiving education. Talaings are merged in the Burman population, and it is doubtful whether any advantage is to be gained by treating them as a special class. Shans form a separate class.

SECTION IX.

Private Schools.

71. The following are the statistics for the past two years :—

Division.	District.	Total schools, 1890-91.	Schools, 1891-92. European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	Total schools, 1891-92.	Total pupils, 1890-91.	Pupils, 1891-92. European.	Burmese and Talaing.	Karen.	Mahomedan.	Chinese.	Total, 1891-92.
Arakan.	Akyab	297	...	230	...	169	...	399	2,772	...	3,261	...	1,793	...	5,054
	Kyaukpyu	162	...	122	...	3	...	125	1,309	...	939	...	24	...	963
	Sandoway	50	...	50	...	...	...	50	560	...	393	...	...	...	393
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pegu.	Rangoon	158	...	156	...	9	5	170	1,262	...	1,599	...	275	65	1,939
	Hanthawaddy ...	152	...	172	3	...	...	175	2,950	...	2,657	58	...	...	2,715
	Pegu	272	...	316	9	2	...	327	2,555	...	4,310	140	11	...	4,461
	Tharrawaddy ...	55	...	53	5	...	...	58	550	...	387	97	...	...	484
	Prome	193	...	211	...	...	...	211	1,445	...	1,636	...	...	...	1,636
Irrawaddy.	Thôngwa	150	...	140	28	...	...	168	1,416	...	1,690	462	...	...	2,152
	Bassein	246	...	191	39	1	...	231	2,079	...	1,376	735	58	...	2,169
	Henzada	118	...	272	7	1	...	280	892	...	3,693	177	13	...	3,873
	Thayetmyo	35	...	31	...	4	...	35	634	...	438	...	62	...	500
Tenasserim.	Moulmein Town ...	76	...	78	...	10	...	88	883	...	942	...	240	...	1,182
	Amherst	462	...	291	129	...	...	420	5,609	...	3,198	1,521	...	...	4,719
	Shwegyin	83	...	221	...	5	...	226	649	...	4,471	...	47	...	4,518
	Toungoo	146	...	99	42	2	...	143	1,243	...	887	461	55	...	1,403
	Tavoy	161	...	167	3	1	...	171	2,602	...	2,918	37	34	...	3,019
	Mergui	62	...	67	3	10	...	80	1,376	...	844	26	199	...	1,069
	Salween	10	...	...	9	...	...	9	81	...	...	60	...	...	60
	Total ...	2,888	...	2,867	277	217	5	3,366	30,867	...	35,659	3,774	2,811	65	42,309
	Increase ...	...	...	...	...	...	...	478	...	...	...	...	...	...	11,442
	Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

In the report for 1890-91, paragraph 79, I expressed a hope that considerable increase in the number of registered schools would take place. The advantages and facilities afforded by Standards I and II should have the effect

of admitting more schools, but the tendency to increase has been checked by the very simple requirements in arithmetic, previously not a compulsory subject. The fact is, the teachers do not know even the little arithmetic required, and they will not take the troube to learn it. Inspectors are in most districts doing their best to remedy this defect.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

72. The Text-book Committee has been steadily at work during the year, and the office of the Editor, Vernacular School Text-books, has had more than it has been able to do in spite of very steady hard work.

73. The time has come, I think, for putting this office on a better footing to enable it to meet the large demand there is for Vernacular text-books and for good translations in the vernacular.

I referred in my last year's report to the fact that the translation of four books had been thrown open to public competition; four more were added, making eight in all. Only two were taken up, and after 18 months the translation of one has come in so bad that the revision by the office will take six months. Meanwhile Indigenous schools and Vernacular Normal schools are put to great difficulties.

This office is, as far as Vernacular education is concerned, a very important one. Its importance should be fully recognized. A small and under-manned office turning out very little work is far more expensive than a larger and better equipped one, turning out work steadily that meets the demands of education.

74. The editorial staff at the disposal of the Committee has been very fully occupied during the past year. Since the operations of the Committee have been extended to Upper Burma, the work laid upon the establishment has steadily increased, and in view of this the Committee, in the course of the year, again recommended a strengthening of the staff. The Chief Commissioner was unable to accept all the recommendations made, but sanctioned the appointment of a sub-editor, with a knowledge of English, on a salary of Rs. 120 per mensem. A competitive examination for the appointment was held in the year, and Yeo Wun Sin, the successful candidate, was appointed on probation from the 1st of January last. Yeo Wun Sin shows much capacity for the work entrusted to him.

75. The following is a *résumé* of work done by the editorial staff:—

(*a*) The proofs of the 3rd and 4th Standard Burmese Readers were revised and passed. The publication of the 3rd Standard Reader was undertaken by the Hanthawaddy Press, and that of the 4th by the American Baptist Mission Press. The printing of the Third Reader was somewhat delayed owing to the want of suitable illustrations. These had to be specially ordered out from England. The Readers are much liked, and from all reports they answer the purpose for which they were designed.

(*b*) The Fifth Reader was finished during the year and is now being examined by the Committee. The Sixth Reader will complete the series. Special effort will be made to finish it, if possible, by the end of the current year. The preparation of these Readers involves much patient labour and judgment, and the Committee are indebted to Mr. Lonsdale and his staff for their work.

(*c*) During the year the proof-sheets of the second edition of the "Way to Health" in Burmese were also submitted by the Mission Press for revision.

(*d*) The Burmese version of Mr. Horace Bell's work "The Government of India," the translation of which was completed in 1890-91, was printed and published during the year. It has been freely distributed amongst the Vernacular schools.

(*e*) The translation of the "Laws of Wealth," which had to be set aside for a time owing to press of work, will now be undertaken.

(*f*) The Committee has in hand the translation of two works by Mr. W. Bell, M.A., Secretary, Punjab Text-book Committee, entitled "Physical Training for Primary Schools" and "Physical Training for Middle Schools." They are text-books prescribed for the technical standards as laid down in the Education Code.

(*g*) During the year the important work of translating the "Education Code" into Burmese was entrusted to this office. The translation is far advanced and will be soon ready for publication.

(*h*) Besides this, the translation of Departmental notifications, minor rules, &c., was also done.

(*i*) Only one work by a private author was submitted for approval during the year, namely, "The History of Mandalay Town" by Kanni Sikkè Maung Paw. It is a bulky volume and is still under examination.

(*j*) Maung Po Hla's "Notes on Burmese and Pali Grammar" was disposed of during the year.

76. The extremely small number of suitably prepared school-books submitted from year to year by private authors is very disappointing, when the number of well educated persons in the province is taken into consideration. Notwithstanding the advancement of education in all departments, the time does not seem to have yet arrived when the preparation and supply of school-books may be safely left to private enterprise. The educated class in Burma for some reason or other does not evince much interest in this direction. Things are different in Bengal and in the other presidencies, where private enterprise is not wanting. The duty of preparing school text-books will have to remain in the hands of the department for a long time to come.

77. I cannot close this section without bringing to the notice of the Chief Commissioner Mr. Lonsdale's hard and very efficient work; it deserves some tangible recognition.

SECTION XI.

Recommendations of the Education Commission.

78. I have nothing special to say on this head.

Conclusion.

79. I have elsewhere referred to the work of some of the officers of the department. The following also deserve mention:—

Mr. Wilkins, the Principal, Mr. Lamb, Mr. Green, Sheik Nuruddin, and Mr. Tun of the Moulmein High and Normal schools.

Mr. Bird, Headmaster, Mr. D'Attaides, Chaung Yin, and Mr. Garnier of the Bassein High school.

Mr. O'Hara, Headmaster, Prome High school.

Mr. Fairhurst, Headmaster, Mr. Atkinson and Mr. Culloden of the Tavoy school.

Mr. Cotton, Headmaster, Mergui.

Mr. Simon, Akyab Normal school.

Mr. Wilkinson, Maung San Hla Aung and Maung Ka De of the Akyab High school.

Maung Tun San U, Headmaster, Paungdè Municipal school.

Mr. Phillips, Shwegyin Municipal school.

80. My office has worked well. The re-organization made early in the year has transferred the accounts from the offices of the Inspector of Schools, Upper and Lower Burma, to my office. Mr. Jones, who is the Head Accountant, has worked methodically and punctually. He is a very steady, good worker. Mr. Maher, the Superintendent, has kept the office in good order and free from arrears.

81. The relations of the Department with School-managers, District Officers, and Municipal Committees have been good; and the year has been one of steady work and progress.

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

REPORT

ON

PUBLIC INSTRUCTION IN UPPER BURMA

For the year 1891-92.

Introduction.

For the first time it has been possible to devote the full year to the organization and development of education in Upper Burma. In every branch of work there has been decided progress. The inspection staff, though undermanned, has explored every district in Upper Burma, and made itself acquainted with the people, with local requirements, and with the aims and deficiencies of the schools. School-managers have everywhere shown a cheerful readiness to avail themselves of the assistance rendered by Educational Officers and to fall in with their suggestions. The interest taken in the educational welfare of their districts by officers of the executive service has been most marked, and is particularly appreciated by those more directly concerned in scholastic work. Unfortunately, the prolonged season of drought affected the attendance of pupils and the results of examination in almost every inspection circle, but this makes the general improvement all the more noticeable, and presages a still further growth of education in the current year.

2. The chief events of the year have been—

(i) the extension of the Inter-school Rules to the Indigenous schools;
(ii) the adoption of measures to extend and improve secular education in the Indigenous schools, and especially to afford the fullest help to the monastic schools of the country *that desired to follow the departmental system;*
(iii) the revision of the list of school-managers exempted by District Officers from payment of thathameda or municipal taxes;
(iv) the institution of a provincial written examination by the 8th standard;
(v) the institution of a preliminary examination for admission to the Upper Burma Railway Training school at Mandalay;
(vi) the formation of a Teachers' Association at Mandalay;
(vii) the establishment of a School Athletic Association at Mandalay;
(viii) the opening of a School Text-book Library at Mandalay;
(ix) the opening of a technical school at Mandalay;
(x) the establishment of new Anglo-Vernacular Aided schools at Kyauksè, Yamèthin, Pyinmana, Sagaing, and Shwebo;
(xi) the establishment of new Vernacular Aided Girls' schools at Pakôkku and Pyinmana;
(xii) the establishment of Mission vernacular schools at Mandalay, Aungbinlè, Madaya, Kyaukmyaung, Pakôkku, Mônywa, Zigôn, Kyanthagôn, Monè, and Thibaw;
(xiii) the submission of a scheme for the extension of education to the Shan States;
(xiv) the appointment of four additional Deputy Inspectors of Schools;
(xv) the provision of suitable office accommodation for the establishments of the Inspector of Schools, Upper Burma, and of the Deputy Inspectors for Mandalay town and Mandalay district.

3. The opposition to the educational system raised by the few Sadaws in Mandalay that I referred to in last year's report has, I am glad to say, since

declined in intensity and power, and now more applications for trained teachers are received from pôngyis in the districts than can be complied with. If the Thathanabaing could be induced to issue another circular withdrawing the disloyal circular issued on the authority of his Council, and laying down instructions more in conformity with the orders of Government, incalculable benefit would be done to the cause of primary education as imparted in the national schools of the country. The Educational Officers in Upper Burma have used the utmost tact in dealing with the pôngyis. They have scrupulously avoided in any way forcing themselves personally, or the system of education, upon them. I especially would emphasize this, because the opposite idea prevails with some whose personal knowledge of the work of these officers is limited. The idea prevails, that Educational Officers have forced themselves and the system upon the unwilling pôngyi. I *know* this view to be erroneous; and those who know pôngyis, know well enough, they are not the men to be forced into anything and are quite capable of taking care of themselves, and giving a very summary dismissal to any unwelcome visitor to their kyaungs. The attitude of the Educational officers has been one of caution and tact and that of the pôngyis of the greatest friendliness, except in a few cases, where when Educational Officers found they were not welcomed they retired. No pôngyi kyaung has received a certificated assistant teacher, or been put on the inspection list, till the pôngyi in charge of it, *of his own free will and accord*, asked to be allowed to avail himself of the advantages of the educational system—advantages he is perfectly free to accept or reject or ignore. The system is a free one and not the slightest attempt has been made to make it otherwise.

4. To encourage theological training as well as secular education in the pôngyi kyaungs, arrangements have been made to resuscitate the Patamabyan examination. Pali scholarship has greatly deteriorated during the last ten years, and, since the return of the monks to their kyaungs, little has been done in the way of imparting systematic instruction in the classical language of Burma.

5. The examination will, I am sure, be popular, if carefully supervised. While all the pôngyis therefore are glad to hear of the proposed revival of the examination, those in the districts hesitate to present candidates until they have seen that the examination affords no ground for distrust and for the partiality that marked the old Patamabyan, and is not a means of putting on the theological screw in order to provide livings for ecclesiastical protegés in Mandalay. *The aim of the examination should be the raising of Pali scholarship*, and the possibility of its ever drifting into an examination for ordination, carried on by the Mandalay monks, and paid for by the Government, should be very carefully guarded against.

(*a*) *English schools.*

6. These have increased satisfactorily in numbers and popularity, and have shown not only a better outturn of work, but a decided effort on the part of managers to act in accordance with the rules of the Government in the Education Department. A satisfactory feature of the year's work has been the extension of the Inter-school Rules to Indigenous as well as to English schools. While in towns, where there are two or more English schools, the local branch of the Upper Burma Teachers' Association settles all questions affecting school discipline and the harmony of scholastic work; everywhere acquittance certificates are demanded from pupils from aided schools, and thus improper competition on the part either of the European or the native manager is checked. In the English schools, however, there is a considerable fluctuation of pupils. In the case of European pupils it arises from the transfer of parents from one station to another, and is particularly noticeable with the children of railway employés, whose education is of a very fitful character.

7. In the case of native pupils the fluctuation is due to want of parental control, to the temporary absence of pupils who have entered the pôngyi kyaung for their noviti ate, to their curiosity as to the nature of English instruction and subsequent departure when tired of discipline and enforced work, and—though

this is being prevented now—to their evasion of payment of schooling fees and their attempts to secure irregular promotion.

8. In time when the English schools stand on a firmer footing, and the people are better acquainted with their work, the school-going population will no doubt be more stable and persevering than it is now, and, by enforcing more rigidly than is now practicable, the rule as to fixed times for admitting pupils, idle migration will carry its own penalties. The marked irregularity of attendance in some of the schools evidences the inefficiency and poverty of the teaching staff. By declining to register schools by a higher standard until an adequate staff has been appointed, something has been done towards making managers alive to their responsibilities, and mission bodies to the necessity of developing as well as merely maintaining schools.

9. In Upper Burma there is not an assistant teacher who holds an Anglo-Vernacular teacher's certificate, but it is pleasing to note that in most of the schools the junior masters are endeavouring to qualify themselves for the retention of their appointments under the new rules. A few Superintendents, however, still neglect the training of their young teachers, and this is a great pity, for, where the head of a school neglects its interests, his subordinates are likely to follow suit.

10. Schools are in too great a hurry to progress without the means for doing so. Sometimes they are weakened by the establishment of a branch vernacular school, the teacher for which has to be taken from the Anglo-Vernacular staff. They are at other times anxious to open a 5th standard class in order to be registered as a middle school. The result is that some good primary schools are changed into very indifferent middle schools. Nothing but firmness in registering the grade of a school will stop this.

Though there has been much improvement in the methods of teaching and discipline, the examinations show that while the material to be worked up is good and pliable, it is the workmanship that is often faulty. The main blemishes in instruction are that little is done to practise all classes alike in examination work, so as to produce in the pupils readiness and accuracy of thought, that the work done in class is not periodically revised, and that exercise and home lesson books are not regularly and sufficiently used. Then, again, the carelessness of teachers is seen when their pupils in examination fail to transcribe correctly from their reader, and spoil their reading by numerous repetitions and mispronunciations. Burman boys, as might be expected of an agricultural nation, are fond of studying mensuration, and yet, oddly enough, few have their reason sufficiently developed by their teacher to grasp a geometrical demonstration. However, considering the sort of men available as teachers, the schools have done well,—remarkably well,—in view of the severer test all were subjected to last year.

11. During the year many new substantial school-buildings have superseded the old structures economically set up three or four years ago, when English education was first started and pupils were less numerous. There has been much improvement in the equipment of schools with furniture and apparatus and of pupils with books. The 'second language' difficulty with Europeans and Natives of India is being got over. Drill and gymnastics are carried on in most schools, the former branch being taken up even in girls' schools. One school has made such progress in this subject that it gave a public calisthenic exhibition, and with much success.

12. The great increase in results-grants denotes the higher capability of the classes. Indeed, the English school in Upper Burma is not a whit inferior to that in the lower province. I expect to see in the current year a general increase and more uniformity in the rates of fees levied in these schools. English education is being given at present far below its market value. There is only one institution that charges a monthly fee of over Rs. 3 in the middle department. School records are now more neatly and accurately kept.

13. An attempt should be made to retain the best pupils in the school as teachers. These lads after some practice as pupils-teachers, and on passing the prescribed test in general education, would make, with their intimate knowledge of the school and its management, far better teachers than the average Lower

Burman now employed, who, with the smattering knowledge of his school days half forgotten, becomes a teacher as a makeshift, though as a clerk he would be far less disastrous. The large schools are specially in want of good teachers of Burmese, while in all schools the Superintendent should hold himself solely responsible for the teaching of English, at least to the middle classes. Some schools still neglect holding terminal examinations and issuing to parents terminal reports, and in most schools daily marks-registers are not used by the class-masters. This shows the necessity for better superintendence and for more systematic attention to the rules laid down in the Code.

14. A School Athletic Association was formed in Mandalay last November. The leading English and Indigenous schools are represented on the Committee, and arrangements have been made to hold annually inter-school sports for challenge-shields, and cricket and football matches for challenge-cups. As soon as the scheme for the construction of a People's Park in Mandalay has been carried out, a suitable plot in the park will be set apart as a public playground, under the control of the Athletic Association. At the conjoint expense of the Mandalay Municipality and the Education Department, a pavilion and a gymnasium will be built on the ground. By this means it is hoped to foster a liking for athletics amongst the youth of the town.

15. Arrangements are under consideration for starting a school fire-brigade in Mandalay, if the Municipality can find funds for supplying a manual engine to each of the two leading boys' boarding-schools.

It is also hoped to start in the current year a volunteer cadet corps in Mandalay on the same principles that are in vogue in Rangoon. A cadet brass band will be formed, if possible, to play once a week in the Town Park.

16. The Shwebo, Pakôkku, Yamèthin, and Pyinmana Municipalities have aided the English schools in those towns with a small annual grant. If the Native Municipal members would visit the schools more and get their fellow-countrymen to understand that an education is given in them of a practical value, as well as of an ethical character, and that they are not established for the sole object of proselytizing, they would be doing a public duty recognizable a generation hence by a townsfolk able to hold their own against educated competition.

(*b*) *Indigenous Schools.*

17. The improvement of these schools on which the primary education of the people depends, has the special attention of, and exacts most work from, the Education Department. Many are, of course, in a very backward condition. But on the whole, there has been a general improvement. Managers are now working up classes in their vernacular and in arithmetic.

18. A number of monastic and lay managers from Lower Burma have come to Upper Burma to start schools; and one of the beneficial effects of the recent famine was that many pôngyis migrated to the lower province and, on their return to their homes, have reformed their kyaungs in accordance with the system they have seen so successfully and universally at work in the south.

19. The number of nuns' schools is beginning to decrease, as women are not so ready to assume the white robe. But this is no great loss, for the nun is invariably old and ignorant and, when not sleepily teaching, is begging.

20. The best indigenous schools are undoubtedly those conducted by laymen and to which certificated assistant teachers have been appointed. These schools are usually well equipped, and in all of them it has been found necessary to increase the accommodation owing to the larger attendance of pupils. Some of the managers, 'coached' by their trained assistants, have passed the Vernacular 4th standard examination, for which others are preparing. Many of these men are *ex*-pôngyis, trained at famous public schools like the Shwegyin Taik at Mandalay, or the Tilin Taik at Amarapura, who married, traded for a short time, and then reverted to their favourite pursuit of teaching. Most of them intend to qualify themselves for a vernacular teacher's certificate by an early date.

21. In contrast with these managers are those who, having failed in business, have started a school with a view primarily to obtaining exemption from taxation. Not only is the school a mere pretence, but the manager is often in receipt

of a regular income from his wife's petty trading in the bazaar. Sometimes he is a doctor himself and compounds his potions, while his pupils chaunt their lessons, until he is called out to see a patient and have a gossip with the patient's friends, when the children promptly disperse and play. Managers, such as these, even when possessing a large school, are found to leave all the work of instruction to the trained teacher, if given the services of one. The majority of the pôngyis know little beyond the rules of the Padimauk and the prayers of the Mingalathôk and Pareitkyi; but the few good men who really teach are excellent teachers. It is often the upazin rather than the head pôngyi who is the actual teacher in the kyaung. The able pôngyi has a reputation throughout the district, and draws pupils from far and near.

22. Inspecting officers find much difficulty in getting parents to let their children remain at school until they have passed by at least the 4th standard. The Burmans are too fond of removing their children from school just when their education has begun. Regular attendance is never enforced by pôngyis or by lay managers. In aided schools, however, in order to ensure improvement in this respect, a pupil's attendance of the prescribed number of meetings prior to examination is insisted on. In other matters improvement is being attempted. For instance, the oriental idea of school discipline by no means coincides with the western; chewing in class and expectoration are apparently accepted as aids to thought and not by the pupils alone. Strangely enough, needle-work is never taught girls in Indigenous schools, even when these are managed by women. This is being remedied. Hitherto, the girl has picked up a knowledge of needle-work after leaving school. The Burmans have also the same idea as the lower classes at home that quick reading or sing-song reading is good reading.

23. Geography as a subject of instruction has yet to win its way into popularity, but the trained teachers are doing much to spread a knowledge of it by going from school to school and taking a class in this subject in order to show managers how it should be taught. Geography, according to the western system, equally with Burmese history, jars on the Burman's sense of his own importance.

24. As regards teachers and managers, there is no doubt that, with an old-fashioned and conservative race, such as the Upper Burmans are, it is popularly thought that the older a teacher is the better he must be. This applies to pôngyis, lay managers, and certificated teachers alike, and accounts for the fact that, while a certificated teacher is invaluable as an assistant at a school of repute, there is no scope for him to set up as an independent manager, young, alien, and without influence as he would be. Even a pôngyi, unless sent by the Thathanabaing from Mandalay, rarely succeeds in attracting pupils, obtaining liberal support, and finding life generally pleasant, outside of his native place.

25. The private schools may be dismissed in a very few words. They are chiefly managed by gaingôks and gaingdauks, holders of office from the Thathanabaing, who carry out his secret orders to avoid any close connection with the Department. It is a remarkable fact that, as a rule, the higher office the pôngyi holds, the less efficient is his school. Perhaps the dignitary thinks it unworthy to condescend to teaching, but it will invariably be found that in a cluster of kyaungs the one with the fewest pupils is that of the head of the taik. That is the kyaung in which at all hours, save in the morning and the evening when there is a resonant repetition of Pali prayers, the boys will be seen eating or playing. Other private schools are managed by very old, and therefore useless, or by young and therefore not altogether popular, pôngyis, and some by those leading a recluse's life, or by pôngyis who are lazy and ignorant, or who have been disappointed in secular life and have become too morose and inert to teach. These kyaungs contain merely the young relatives of the manager; for them the instruction is nominal, but the work in the way of hewing wood and drawing water is very real.

26. It may be added that the opening of the Railway between Sagaing and Shwebo did much to popularize our system of education in many of the villages along the line. The schools in those villages show an increase throughout the year, despite the scarcity that was extensively felt in the Sagaing and Shwebo districts.

SECTION I.

General and Statistical Summary.

27. The following table is a comparative statement of the statistics of educational institutions of all kinds in Upper Burma :—

Name of institution.	1890-91.		1891-92.		1891-92.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
Public Institutions.					
University College	...	...	...	...	...
High English schools	...	...	...	...	...
Middle English schools...	7	454	11	630	57
Middle Vernacular schools	...	...	...	...	...
Primary	2,867	42,325	3,321	51,011	15
Special	5	136	6	127	21
Female	61	1,045	64	1,306	20
Total Public Institutions ...	2,940	43,960	3,402	53,074	16
Private Institutions.					
Advanced teaching	...	...	...	...	...
Pali	...	...	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary, teaching Vernacular only or mainly.	2,099	8,171	2,396	9,155	4
Other schools not conforming to Departmental standards for religious instruction only.	57	1,021	62	1,122	18
Total Private Institutions ...	2,156	9,192	2,458	10,277	4
Grand Total ...	5,096	53,152	5,860	63,351	11

Public institutions show an increase of 462 schools and 9,114 pupils. Under every head there has been satisfactory progress. The number of Anglo-Vernacular Middle schools has increased by 4 and of pupils by 176 owing to the advance to the middle stage of instruction of the R. C. M. Boys' school, Pyinmana, the R. C. M. Mixed school, Nabet, and the R. C. M. Boys' school and the Railway Mixed school, Yamèthin. During the current year, some Indigenous schools will be registered as Middle Vernacular schools, having passed pupils by the 4th standard last year. The number of Primary schools has increased by 454, while the increase in pupils is 8,686. This is due to many schools, pôngyi kyaungs in particular, having qualified themselves for registration as public institutions. There is an increase of one under the head of Special schools, due to the technical branch of the S. P. G. school at Shwebo. The five schools registered as special in 1890-91 were the Survey schools at Mandalay, Sagaing, Minbu, Kyaukse, and Yamèthin. These still exist. No new Survey school has been started in the year under review. The Jail schools are omitted from the above table. The Girls' schools have increased by three and the number of pupils by 261. The average attendance in these schools has greatly improved. One school has reached the High standard and another the Middle standard.

As regards private institutions the number of schools has risen by 302 and of pupils by 1,085. The elementary schools have increased by 297 and the number of their pupils by 984. This is due to extended inspection, and under this head there is bound to be an annual increase, as the interior of each district is more minutely examined. Some of the schools no doubt will work themselves up for public recognition, but the majority are either mere day-nurseries or the monastic refuges of a few idle recluses who dream away their time, waited on, for the sake of food as much as of custom, by three or four little servitors. The

fact that these schools average an attendance of only four pupils shows what their educational worth is. The other private institutions consist of Madomedan, Manipurian, and Nuns' schools. Their number has risen by four and the pupils by 86. Their chief function is to teach respectively a chapter or two of the Koran, or a little Bengali, or a few Buddhist prayers, to pupils of a tender age. On the whole there has been an increase of 764 schools and 10,199 pupils. This denotes the spread and popularity of the system of public instruction in Upper Burma.

28. In the following statement the schools are classified according to their management:—

Class of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
PUBLIC INSTITUTIONS.				
Under Public Management.				
Maintained by the Department	5	136	5	116
Maintained by Municipal Boards	...	...	...	...
Under Private Management.				
Aided by the Grant-in-aid Rules	22	900	23	901
Aided under the Rules for Indigenous Schools... ...	423	8,997	535	12,940
Unaided	2,490	33,927	2,839	39,117
Total ...	2,940	43,960	3,402	53,074
Private Institutions.				
Of indigenous instruction	2,156	9,192	2,458	10,277
GRAND TOTAL ...	5,096	53,152	5,860	63,351

Arrangements have been made to open in the current year two schools partly maintained by Municipal Boards: the Sagaing Town school in place of the local A. B. M. school which was discontinued in May 1891 and the Myingyan Town school in place of the local A. B. M. school closed since the end of the year. The R. C. M. Anglo-Vernacular schools at Bhamo and Myingyan and the S. P. G. Anglo-Vernacular school at Madaya were also closed during the year owing to the difficulty of maintaining efficient teachers in charge of them. The R. C. M. Tamil school at Mandalay was changed from an Anglo-Vernacular into a Vernacular institution. As a set-off against the closing of the above schools, new schools were opened by the S. P. G. Mission at Pyinmana and Shwebo (technical), by the R. C. Mission at Kyaukse and Shwebo and by the Burma State Railway at Yamèthin. The school at Myittha has been taken over from the S. P. G. Mission by the American Baptist Mission. Steps are being taken for the establishment of Mission Anglo-Vernacular schools at Minbu by the Baptists and at Mônywa by the Wesleyans and the Roman Catholics. A large number of public institutions still remain unaided. This is due to the reluctance of many pôngyis to let their schools be examined or to accept grants for fear of offending their conservative ecclesiastical superiors.

29. In the following statement pupils attending public schools are classified according to the stages of instruction they are in:—

Class of school.	Number of schools.	Number of pupils.	High stage.						Middle stage.									Upper Primary.						Lower Primary.						Total.		
			IX			VIII			VII			VI			V			IV			III			II			I					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English ...	1	68	...	...	...	...	3	3	1	5	6	...	...	...	...	6	6	1	7	8	2	6	8	3	10	13	12	12	24	19	49	68
Middle English ...	12	658	...	...	...	...	...	...	15	...	15	19	...	19	46	3	49	86	7	93	95	6	101	119	7	126	232	23	255	612	46	658
Middle Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary	3,383	52,221	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	136	8	144	192	43	235	717	113	830	46,851	4,161	51,012	47,896	4,325	52,221
Total ...	3,396	52,947	...	...	...	...	3	3	16	5	21	19	...	19	46	9	55	223	22	245	289	55	344	839	130	969	47,095	4,196	51,291	48,527	4,420	52,947

30. The following statement summarizes the foregoing figures and gives those of the previous year for comparison :—

Stage.			Number of pupils.		Increase.	Decrease.
			1890-91.	1891-92.		
	High.					
Standard VIII			3	3	...	...
	Middle.					
Standard VII			91	21	4	...
Standard VI				19		
Standard V				55		
	Upper Primary.					
Standard IV			329	245	260	...
Standard III				344		
	Lower Primary.					
Standard II			43,401	969	8,859	...
Standard I				51,291		
	Total		43,824	52,947	9,123	...

It is satisfactory to note that, while the number in the Lower Primary stage has increased by one-fifth during the past year, the number in the Upper Primary stage has nearly doubled itself.

31. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district of the upper province :—

Division.	District.	In Public Institutions.										In Private Institutions.						District total.		Divisional total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.					
		1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Northern	Mandalay	...	...	358	380	8,960	11,237	15	28	9,333	11,645	...	...	4,440	2,603	4,440	2,603	13,773	14,248	16,715	19,467
	Bhamo	...	...	51	...	846	1,017	...	...	897	1,017	...	...	29	41	29	41	926	1,058		
	Katha	...	...	...	...	168	745	...	...	168	745	...	...	29	61	29	61	197	806		
	Ruby Mines ...	...	...	...	...	135	311	...	...	135	311	...	...	6	11	6	11	141	322		
	Shwebo	...	...	42	43	1,155	2,656	...	11	1,197	2,710	...	...	481	323	481	323	1,678	3,033		
Central	Ye-u	...	...	...	...	549	938	...	...	549	938	...	...	438	415	438	415	987	1,353	14,026	16,355
	Sagaing	...	...	...	41	6,619	6,087	23	18	6,642	6,146	...	...	612	503	612	503	7,254	6,649		
	Lower Chindwin ...	...	...	...	...	4,919	3,923	...	...	4,919	3,923	...	...	243	1,934	243	1,934	5,162	5,857		
	Upper Chindwin ...	...	...	...	...	582	1,631	...	...	582	1,631	...	...	41	865	41	865	623	2,496		
Southern	Myingyan	...	...	23	50	7,194	7,417	...	...	7,217	7,467	...	...	322	490	322	490	7,539	7,957	15,182	18,796
	Pakôkku	...	...	56	66	1,445	2,290	...	...	1,501	2,356	...	...	448	513	448	513	1,949	2,869		
	Minbu	...	...	...	...	2,554	3,237	34	31	2,588	3,268	...	...	829	912	829	912	3,417	4,180		
	Magwe	...	...	...	...	1,830	3,131	...	...	1,830	3,131	...	...	447	659	447	659	2,277	3,790		
Eastern	Kyauksè	...	...	...	...	2,544	3,387	25	20	2,569	3,407	...	...	493	578	493	578	3,062	3,985	7,229	8,733
	Meiktila	...	...	...	...	582	1,021	...	...	582	1,021	...	...	48	60	48	60	630	1,081		
	Yamèthin	...	...	...	60	2,262	1,889	39	19	2,301	1,968	...	...	108	148	108	148	2,409	2,116		
	Pyinmana	...	...	...	86	950	1,304	...	...	950	1,390	...	...	178	161	178	161	1,128	1,551		
	Total ...	...	...	530	726	43,294	52,221	136	127	43,960	53,074	...	...	9,192	10,277	9,192	10,277	53,152	63,351	53,152	63,351

The increase under the head of public secondary schools is in some measure owing to the registration of four new schools as middle schools. The larger attendance in public primary schools is most marked in the Mandalay, Shwebo, Upper Chindwin, and Magwe districts, and results partly from the improvement of many schools formerly enrolled as private institutions and partly from the migration of pupils from bad schools to good ones. The fluctuation in the Lower Chindwin district is due to the famine prevalent at the time of inspection. The general decrease of all classes of pupils in the Sagaing and Yamèthin districts is also due to the same cause. The Meiktila and Pyinmana districts need working up in the interior.

32. The following table gives a comparative statement of the expenditure for the last two years:—

Heads of expenditure.	1890-91.		1891-92.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	...	...	...	...
Secondary	2,706	15,974	2,969	20,109
Primary	10,723	16,040	29,225	33,595
Female	1,484	4,028	1,942	7,013
Special	4,233	4,511	5,909	6,339
Scholarship	4,037	4,037	5,210	5,210
Buildings	19,490	36,550	...	1,169
Furniture and apparatus	250	1,285	744	1,517
Miscellaneous	1,810	1,833	134	194
Superintendence	22,769	22,769	33,077	33,077
Total ...	67,502	1,07,027	79,210	1,08,223

The amount paid by Government under Buildings during 1891-92 is made up of the following Building grants:—

Rupees 10,000 to the Roman Catholic Convent, Mandalay.
Rupees 1,800 to the A. B. M. Boys' school, Pyinmana.
Rupees 430 to the All Saints S. P. G. school, Shwebo.

These grants, though really paid in 1891-92, were debitable to the allotment under this head for 1890-91, and accordingly accounted for in paragraph 51 of last year's report. They are therefore not included in the foregoing summary.

The equipment grants under Furniture and Apparatus are as follows:—

Rupees 144 to the All Saints S. P. G. school, Shwebo.
Rupees 600 to the R. C. M. Boys' school, Pyinmana.

33. The following statement shows the amount of the grant-in-aid (irrespective of building, equipment, and special grants) earned in the year under report by the Anglo-Vernacular schools, the average grant to each school being Rs. 168.

It will be observed from this and the succeeding table that the English schools produce better work each year, while the Indigenous schools have a lively appreciation of the result-grant system and are spurred on to greater exertions.

Name of school.	Amount in 1890-91.	Amount in 1891-92.	Increase or Decrease.
	Rs.	Rs.	Rs.
A. B. M. Boys' school, Mandalay	328	379	+ 51
A. B. M. European Girls' school, Mandalay	76	107	+ 31
A. B. M. Burmese Girls' school, Mandalay	73	133	+ 60
A. B. M. Mixed Infant school, Mandalay	41	18	— 23
R. C. M. Boys' school, Mandalay	10	59	+ 49
R. C. M. Girls' school, Mandalay	612	719	+ 107
Wesleyan Mission Boys' school, Mandalay	200	218	+ 18
S. P. G. Boys' school, Mandalay	377	534	+ 157
S. P. G. Boys' school, Madaya	57	...	— 37
S. P. G. Mixed school, Shwebo	285	326	+ 41
R. C. M. Boys' school, Shwebo	...	53	+ 53
A. B. M. Mixed school, Sagaing	88	...	— 88
R. C. M. Mixed school, Nabet	283	203	— 80
A. B. M. Mixed school, Myingyan	77	48	— 29
R. C. M. Boys' school, Myingyan	36	...	— 36
Wesleyan Mission Boys' school, Pakokku	247	317	+ 70
Wesleyan Mission Boys' school, Kyauksè	42	80	+ 38
R. C. M. Mixed school, Kyauksè	...	18	+ 18
S. P. G. Mixed school, Myittha	42	40	— 2
A. B. M. Mixed school, Meiktila	...	16	+ 16
R. C. M. Boys' school, Yamèthin	119	120	+ 1
Railway Mixed school, Yamèthin	...	42	+ 42
A. B. M. Boys' school, Pyinmana	113	160	+ 47
R. C. M. Boys' school, Pyinmana	35	46	+ 11
S. P. G. Boys' school, Pyinmana	..	50	+ 50
Total ...	3,121	3,686	+ 565

34. The following statement shows the amount of results-grants awarded in each district:—

District.	Amount of grant in 1890-91.	Amount of grant in 1891-92.	Increase.	Decrease.
	Rs.	Rs.		
Mandalay	2,869	5,146	2,277	...
Bhamo	904	645	...	259
Katha	190	228	38	...
Ruby Mines	140	79	...	61
Shwebo	138	1,043	905	...
Ye-u	108	532	424	...
Sagaing	1,146	2,071	925	...
Lower Chindwin	545	1,501	956	...
Upper Chindwin	132	115	...	17
Myingyan	347	1,051	704	...
Pakôkku	199	648	449	...
Minbu	176	726	550	...
Magwe	234	803	569	...
Kyauksè	191	770	579	...
Meiktila	241	470	229	...
Yamèthin	749	664	...	85
Pyinmana	397	925	528	...
Total ...	8,706	17,417	8,711	...

SECTION II.

CONTROLLING AGENCIES.

35. Throughout the year Mr. Wells continued to officiate as Inspector of the Upper Burma Circle, 120 days being spent at headquarters on general work and 246 on inspection; 64 days were spent in inspection at headquarters and 182 in the districts. The total number of inspections amounted to 458. Every district in Upper Burma was visited by the Inspector, who also visited the Shan States. During the current year the Chin country from Tamu to Laung-

shè, the Kachin country from Maungkan to Myitkyina *viâ* Mogaung, and the Chinese-Shan territory between Momeik and Bhamo *viâ* Nankan will be exploited. At present, owing to one Inspector being in charge of all Upper Burma, the whole of the cold weather is taken up with the awarding inspections of the Anglo-Vernacular schools, and new country can be opened up only during the rains. As soon as another Inspector has been appointed and the inspection circles rearranged it will be possible to do more work in this direction, work, it is hoped, of some political use. By means of the establishment of schools in a semi-barbarous country the good intentions of Government may perhaps be the better understood by the people; and there is little doubt, as was the case with the Karens, that a people without education are more likely to appreciate it and to accept an educational policy without reserve than races inured to and therefore prejudiced in favour of a national system.

I cannot speak too highly of the energy and tact Mr. Wells has shown in his work. He has not spared himself in any way where work was concerned. He has travelled about his very large circle and made himself thoroughly acquainted with every detail of his work. Managers of schools, monastic and lay, European and Native, owe much to his ready help, sympathy, and advice. He has kept his subordinates in very good order.

I have to thank him, as last year, for valuable assistance and for a very full and thorough report.

36. The following statement shows the work of the various Deputy Inspectors of Schools:—

Name.	Circle.	Days in charge.	Miles travelled.	Days spent		Days on Inspection		Visits made		Total inspection.
				At headquarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	
Maung Tha Do Kaing (1).	Mandalay Town...	291	...	291	...	182	...	918	...	918
Maung Tun Gyaw U	Officiating, Mandalay Town.	75	...	75	...	33	...	282	...	282
Maung Môn ...	Mandalay, Myingyan, and Kyauksè.	366	2,468	135	231	...	231	...	1,319	1,319
Maung Po San (2) ...	Bhamo, Katha, and Ruby Mines.	304	2,005	156	148	44	146	43	163	206
Maung Tha Do Kaing	Officiating, Bhamo, Katha, and Ruby Mines.	62	105	24	38	6	38	13	37	50
Maung Gyi ...	Sagaing, Shwebo, and Ye-u.	366	3,007	130	236	32	236	237	1,889	2,126
Maung Taw Pru (3)...	Upper and Lower Chindwin.	305	2,143	106	199	18	199	80	850	930
Maung Tun Hla ...	Officiating, Upper and Lower Chindwin.	61	195	24	37	1	37	6	121	127
Maung Tun (4) ...	Minbu, Magwe, and Pakôkku.	267	1,743	98	169	5	165	29	767	796
Maung Tun Hla ...	Officiating, Minbu, Magwe, and Pakôkku.	99	470	45	54	1	54	...	138	138
Maung Myat Tun (5)	Yamèthin, Pyinmana, and Meiktila.	183	596	131	52	10	52	22	212	234
Maung Po Mya ...	Officiating, Yamèthin, Pyinmana, and Meiktila.	183	1,115	83	100	14	92	22	267	289

(1) Appointed to officiate in the Bhamo, Katha, and Ruby Mines sub-circle from the 29th June to the 28th August 1891.
(2) Absent on privilege leave from the 29th June to the 28th August 1891.
(3) Absent on privilege leave from the 1st March to the 31st May 1891.
(4) Absent on privilege leave from the 4th June to the 31st August 1891.
(5) Absent on leave on medical certificate from the 7th May to the 20th November 1891.

37. On the whole the Deputy Inspectors have done their work well. Maung Gyi in particular has shown much energy and has thoroughly explored his sub-circle. Maung Môn has also been zealous in his work. He had, however, somewhat to neglect the Mandalay district in making a more detailed inspection of the Myingyan and Kyauksè districts. Maung Tha Do Kaing is painstaking. Maung Po San has been frequently prostrated by fever, but deserves praise for sticking to his work. The services of Maung Taw Pru and of Maung Tun have not been satisfactory: they have given little attention to the Upper Chindwin and Pakôkku districts respectively and their neglect does them little credit. The state of Maung Myat Tun's health has prevented his inspection of the schools in the interior of his sub-circle, and it has been found necessary to insist on his again taking leave on medical certificate. Of the Deputy Inspectors who officiated during the year some, I regret to say, paid rather more attention to their travelling allowance than to the educational requirements of their sub-circle.

By the addition to the inspection staff of four new Deputies and the redistribution of the sub-circles the work in the current year has been made more thorough, will produce better results, and will have a more permanent effect. The inspecting officers have now time to explore the townships that are somewhat difficult of access and can make a longer stay at each place in order to cultivate the confidence of monastic school-managers and village headmen, learn the local educational requirements of the people, give model lessons at each school, and show native teachers how to use the text-books and apparatus presented to them by the Department. The four new sub-circles consist of (i) the Meiktila and Kyauksè districts, (ii) the Magwe district, (iii) the Myingyan district, and (iv) the Shwebo district. Maung Myat Tun, whose sub-circle now consists of Yamèthin and Pyinmana alone, will be able to work up the latter district. Maung Môn will have only the Mandalay district to look after, and owing to its school-managers being terrorized by the Mandalay clique, it requires special care. Maung Tun, relieved of the educational charge of the Magwe district, can now turn his attention to the Pakôkku district and the Yaw country in particular. In the same way Maung Gyi, from whose sub-circle the Shwebo district has been removed, can devote himself to starting and fostering education in the highland tracts of the Ye-u district.

SECTION III.

University Education.

38. *Nil.*

SECTION IV.

Secondary Education.

39. The following statement gives the figures for the last two years of the number of secondary schools and their attendance and examination passes :—

Class of school.	1890-91.			1891-92.			1890-91.					1891-92.				
	Schools.	Pupils.	Average daily attendance.	Schools.	Pupils.	Average daily attendance.	Fifth standard.	Sixth standard.	Seventh standard.	Eighth standard.	Total.	Fifth standard.	Sixth standard.	Seventh standard.	Eighth standard.	Total.
High English.																
Aided under the Grant-in-aid Rules.	...	...	...	1	68	56	...	...	...	...	...	6	...	2	2	10
Middle English.																
Aided under the Grant-in-aid Rules.	7	454	327	12	658	557	14	20	4	...	38	34	9	11	...	54
Total ...	7	454	327	13	726	613	14	20	4	...	38	40	9	13	2	64

There is on the whole an increase of six schools, 272 pupils, and 26 examination passes by a middle or a high standard.

Three institutions at Mandalay have during the year been registered as Anglo-Vernacular High schools, namely, the R. C. M. Girls' school, the S. P. G. Boys' school, and the A. B. M. Boys' school. In the table above, however, only the first-named school is entered under the head of "High English," as the other two high schools had no pupils ready for the 8th standard examination. The E. W. M. Boys' school at Mandalay will also be raised to the high grade as soon as the teaching staff is strengthened.

40. Under "Middle English" there is an increase of five schools and of 204 pupils. The new schools that have reached the middle grade, but have not as yet progressed beyond the 5th standard are the A. B. M. Burmese Girls' school, Mandalay; the R. C. M. Mixed school, Nabet; the R. C. M. Boys' school and the Railway Mixed school at Yamèthin, and the R. C. M. and A. B. M. Boys' schools at Pyinmana.

41. In the current year Maung Shwe Thin's, Maung Aung Gyi's, and Maung Tôk's schools at Mandalay, Pôngyi U Ayeindhama's school at Sagaing, Pôngyi U Thuzata's and Maung Po Tu's schools at Mônywa, and Maung Saung's school at Pyinmana, will probably be registered as Middle Vernacular schools. As a rule, however, a boy who passes by the 4th standard at an Indigenous school goes to an Anglo-Vernacular school to complete his education and to learn English as well. Excepting the schools mentioned above, in which the pupil-teacher system is being introduced, no Indigenous school has an adequate teaching staff to take up the middle stage of instruction.

42. There is a tendency in some institutions to hurry on pupils a little too fast, and to pride themselves on resisting the rules. This not only leads to unsatisfactory results, but is apt to upset discipline and is unfair to other schools that do abide by the rules, which all the schools undertook to obey when they applied for registration. In Upper Burma, where English education has just begun to feel its way, it is essential to harmonise work as much as possible, and to subject schools to the same test and particularly in the 5th and 6th standards, where the procedure of the departmental examinations is useful in guiding the teaching and preparation for the provincial tests.

The rules laid down for promotion by the Government have been insisted upon, and every care will be taken to see that these and other rules required by the Code are strictly followed.

43. The following table shows the expenditure in schools of secondary instruction for boys only :—

Class of school.	1890-91.							1891-92.							Increase.	Decrease.
	Number of schools.	Number of pupils on the rolls on the 31st March 1891.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure			Number of schools.	Number of pupils on the rolls on the 31st March 1892.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure				
					From Government funds.	From other sources.	Total.					From Government funds.	From other sources.	Total.		
					Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	R
High English.																
Aided under the Grant-in-aid Rules.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English.																
Aided under the Grant-in-aid Rules.	7	454	410	327	2,706	13,268	15,974	11	630	651	537	2,969	17,140	20,109	4,135	...
Total ...	7	454	410	327	2,706	13,268	15,974	11	630	651	537	2,969	17,140	20,109	4,135	...

44. Appended is a list of secondary schools and the number of pupils passed from each during the last two years.

Division.	District.	Name of school.	Total number in school.	1890-91.										1891-92.									
				Fifth Standard.		*Sixth Standard.*		*Seventh Standard.*		*Eighth Standard.*		*Total.*		*Fifth Standard.*		*Sixth Standard.*		*Seventh Standard.*		*Eighth Standard.*		*Total.*	
				Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.	Number in class.	Number passed.
Northern	Mandalay...	R. C. M. Girls' school ...	68	1	1	6	6	4	3	...	...	11	10	6	6	...	...	6	2	3	2	15	10
	Do. ...	A. B. M. Boys' school ...	79	8	2	8	8	6	1	...	...	22	11	13	9	6	2	7	3	...	...	26	14
	Do. ...	A. B. M. Burmese Girls' school.	28	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	2	2
	Do. ...	S. P. G. Boys' school ...	132	12	4	3	1	...	...	...	...	15	5	9	7	7	4	3	3	...	...	19	14
	Do. ...	E. W. M. Boys' school ...	73	12	4	5	5	...	...	...	...	17	9	5	2	4	2	3	3	...	...	12	7
	Shwebo ...	All Saints S. P. G. Mixed school.	43	2	2	...	...	...	...	...	...	2	2	...	...	2	1	2	2	...	...	4	3
Central ...	Sagaing ...	R. C. M. Mixed school, Nabet.	41	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...
Southern	Myingyan...	A. B. M. Mixed school ...	50	1	...	...	...	...	...	...	...	1	...	2	...	...	...	...	...	...	...	2	...
	Pakôkku ...	E. W. M. Boys' school ...	66	1	1	...	...	...	...	...	...	1	1	11	10	...	...	...	...	...	...	11	10
Eastern...	Yamèthin...	R. C. M. Boys' school ...	49	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	2	1
	Do. ...	Railway Mixed school ...	11	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	1
	Pyinmana...	R. C. M. Boys' school ...	38	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	1
	Do. ...	A. B. M. Boys' school ...	48	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	2	1
		Total ...	726	37	14	22	20	10	4	...	...	69	38	55	40	19	9	21	13	3	2	98	64

45. There has been an increase of 26 in the middle department of these secondary institutions. Of the 95 pupils undergoing middle school instruction 83 were presented for examination: 45 by the 5th standard as against 26 last year, 17 as against 23 by the 6th standard, and 21 as against 6 by the 7th standard. The absentees were either on sick-leave, or ineligible for examination. The two candidates who passed by the 8th standard are at present studying for the Entrance examination. It is satisfactory to find that, as the Entrance examination is now prescribed as the initial qualification for admission to the public service, it is the goal towards which the majority of 7th standard boys are working, and that accordingly the managers of middle schools begin to see the necessity of re-organizing their schools with a view to their early gradation as high schools.

46. As the system of inspection and examination was formally introduced into Upper Burma in 1890-91, school work in the subsequent year progressed smoothly and solidly. This was made apparent by the results of the 4th and 7th Standard examinations held on the 14th December 1891 and eight following days at 10 district centres in Upper Burma. In each standard Vernacular as well as Anglo-Vernacular candidates were sent up for examination, and the answer-papers showed that there had been an all-round improvement in the teaching. For the Anglo-Vernacular 7th Standard examination 24 male and 6 female candidates were presented, of whom 14 and 2 respectively passed. Three boys sent up from the S. P. G. Royal school, Mandalay, succeeded in getting first class, or scholarship, passes. The boy heading the list of passed candidates in the second class came from the E. W. M. school, Mandalay. For the vernacular examination by that standard 1 female and 7 male candidates, all teachers, were presented, of whom 4 males passed. Three of the Anglo-Vernacular passed candidates were also teachers. It is gratifying to find both Anglo-Vernacular and Vernacular teachers so far interested in their work that they are trying to qualify themselves under departmental rules for a teacher's certificate. The second languages taken up for examination were Burmese, Latin, and French. There was a decided improvement in the class of candidates sent up for examination. While there was more accuracy in map-drawing and more reasoning shown in composition and more method in mathematical work, translation, paraphrasing, punctuation, and (in Burmese particularly) grammar and spelling *were still not quite satisfactory.*

47. The secondary schools of the upper province may here be noticed *severally:—*

Roman Catholic Mission St. Joseph's Convent School, Mandalay.—This is the only school in Upper Burma that so far has passed pupils by the 8th standard. The number of pupils in the Anglo-Vernacular department has risen from 54 to 68, with 22 boarders as against 15 last year; in the Vernacular department from 19 to 40, and in the native orphanage from 45 to 70. A new building for the accommodation of pupils of European parentage is in course of erection. In the current year singing and calisthenics are to form part of the school curriculum. It is satisfactory to find Eurasian girls here learning sanitation and domestic economy, practically as well as theoretically, instead of dabbling in French as an ephemeral accomplishment.

S. P. G. Royal School, Mandalay.—This school maintains the lead of all scholastic institutions in Upper Burma. It has made a distinct advance both in its numbers and in the outturn and quality of its work during the past year. One of its pupils headed the list of successful candidates at the last Upper Burma 7th standard examination. The number on the rolls is 132 as against 114 last year, and 21 are boarders. From an educational point of view the relief of the Reverend Superintendent from parochial work in the town has been of great benefit to the institution. Though the assistant masters have improved a good deal in their style of work, the middle department of the school is still a little weak, but this is due to the rapid promotion of the pupils prior to the introduction of a system of instruction necessitating a surer progress and a sounder elementary training. The school is now provided with a reading-room and a small library. It is pleasing to note that the rates of schooling-fee in the Upper Primary and Higher departments have in each

case been raised by a rupee. An extension of the premises will soon be necessary, and also the strengthening of the teaching staff, for it is impossible to count as masters untrained peripatetic Burmese and Tamil catechists.

American Baptist Mission Boys' School, Mandalay.—The school has 79 pupils, of whom 33 are boarders as against 76 last year. It possesses the best school-house of any institution in Upper Burma. The old building is now used solely as a boarding-house. There is a distinct general improvement both in and out of the school. A higher percentage of passes has been obtained than in any previous year, and this is evidently the result not only of the painstaking efforts of the staff, but also of the very regular attendance that is now enforced. Drill and gymnastics have been taken up with great success. The chief stumbling-block in examination is Euclid, a subject which, in most Anglo-Vernacular schools, seems to be learnt by rote. The rates of schooling-fee should be raised.

European Wesleyan Mission Boys' School, Mandalay.—The number of pupils has decreased from 94 to 73. This is due partly to the want of a good European teacher, the want of continuous superintendence (the Superintendent has frequently to be absent at out-stations), and partly to the situation of the new school which lies in the midst of the Manipurian quarter and yet contains only 16 Manipurian pupils. The irregular attendance of pupils has for two years running produced small results-grants. Monthly reports and daily marks registers have been introduced. Athletics have been taken up with great zest under the Rev. Mr. Bestall's guidance. The weak point of instruction is grammar, both in English and in Burmese. The knowledge of geography possessed by the pupils here is exceptionally good. The school requires extension, as the accommodation for the primary classes is very insufficient. It is the only school in Mandalay that has no free pupils.

S. P. G. All Saints' Mixed School, Shwebo.—A new school-house has been built, the upper story being used for the Anglo-Vernacular department, which contains 32 boys and 11 girls, and the ground floor for the technical department, in which 11 girls are learning weaving. In the Vernacular department there are five girls. There is no school in Upper Burma where the primary classes are so well grounded as here. The native teachers have greatly improved in their method of work. Singing should be taught according to notation, and school drill and gymnastics should be included in the course of instruction. The institution is now adequately furnished. It needs being kept more prominently before the public, for Shwebo is a place where it is not the Anglo-Vernacular school but the Anglo-Vernacular pupil that has to be sought after.

European Wesleyan Mission Boys' School, Pakôkku.—Of all the district schools in the upper province this continues to hold the premier position. During the year the number on the rolls increased from 56 to 66. This shows that the people, after a little hesitation at first as to the expediency of sending their children to a Mission school, are quite aware of the prospective advantages of an English education for them. It may be noted that the Chinese accord a strong support to the school; their sons invariably make very apt scholars. The number of boarders has increased by one. Athletics are taken up very heartily by the pupils, and their smartness and precision in drill and gymnastics evidence the careful training they have received from a naik in the local police. The results of examination were better than those of the preceding year, good as those results were. This is in a large measure owing to the Rev. Mr. Thomas's daily participation in the work of the school. The benefits of a European's instruction are very perceptible in those two subjects that are peculiarly difficult to native students, namely, English and geography. In some of the classes the pupils were not uniformly advanced. Native teachers in handling a number of boys rarely take steps to prevent the formation of a gulf in the class.

American Baptist Mission Mixed School, Myingyan.—The number on the rolls has increased from 22 to 50, but the work of the school is not satisfactory as tested by examination. The teaching staff is not strong enough to manage larger and higher classes, while the demand made upon the Superintendent's time by her evangelical work hinders her proper supervision of the school. Twelve of the pupils are natives of India, and these it is satisfactory to note are taking

up Burmese as their second language. The only female pupil is a native of India. The school is at present closed, but will probably be re-opened this year, at least as a vernacular institution.

American Baptist Mission Burmese Girls' School, Mandalay.—The number of pupils has risen from 13 to 28, of whom 18 are boarders. Its accommodation has been increased. It has a strong teaching staff, and before long it will be possible to start a normal department here. Since the establishment of the school in 1887 there has been absolutely no fluctuation of pupils; and this indicates that, though Burmese parents may ordinarily be averse to their daughters receiving systematic instruction, and particularly Anglo-Vernacular instruction, those who have been liberal-minded enough to send their girls to this school have no desire to remove them.

Roman Catholic Mission St. John's Mixed School, Nabet.—A handsome new school-house, costing Rs. 10,000 has replaced the old wooden building constructed for the use of the Turinese missionaries by the grand-father of the present donor, Maung Alphonse, a former pupil here. The institution suffered a heavy loss by the death in February last of the Superintendent, the Rev. E. Lecomte, who had laboured in this village-scattered tract for over thirty years. Owing to the temporary withdrawal of many pupils and the closing of the school during March the number on the rolls has decreased from 52 to 41 in the Anglo-Vernacular department, and from 38 to 24 in the Boys' Vernacular department, but the number in the Vernacular department has risen from 15 to 17. The boarders aggregate 29 as against 37 in the year preceding. The school is now well furnished and equipped, but the teaching staff still remains undermanned. Due partly to this and partly to the interruption of work caused by the demolition of the old building and the death of the Superintendent, the pupils fared badly at the annual examination.

Roman Catholic Mission Boys' School, Yamèthin.—The school progresses steadily in popularity and in its outturn of work. The Municipality contributes Rs. 10 a month towards its support. There are 49 pupils on the rolls as against 43 in the year preceding. Judging from the gradual decrease in the average age of pupils in the Lower Primary classes, the Burmans are beginning to recognize the advisability of sending their children to school at an early age, so that their English education may be sound, progressive, and useful. The rates of fee have been raised. The supply of text-books and furniture is now adequate. The accommodation requires extension. The opening of a Vernacular Girls' school has been postponed to the current year. The large mission circle of the Superintendent unfortunately necessitates his frequent absence from the school.

Railway Mixed School, Yamèthin.—This institution meets a want and, as it is primarily a school for the children of the European employés of the railway, it in no way interferes with the local R. C. M. school which is intended for the education of natives. As parents are being constantly transferred from one station to another, the fluctuation of pupils is great and upsets all continuous school-work. There are on the rolls four boys and seven girls. These, for the economy of teaching power and for a better individual attention, should be distributed into fewer classes.

American Baptist Mission Boys' School, Pyinmana.—The number of pupils has increased by two; the teaching staff has been strengthened; the rates of schooling fee have been raised; a new school building (a large wooden structure providing accommodation for the boys' and girls' departments and by an early date for a boarding department) has been set up, and a neighbouring plot of ground has been bought for use as a play-ground. The pupils are somewhat prone to faults of pronunciation in English reading, but these are traceable to the native teachers, and show the need there is for the Superintendent to take an active part in this branch of instruction. It is quite time that a European teacher was placed in charge of the school.

Roman Catholic Mission Boys' School, Pyinmana.—This school caters educationally as much for the children of natives of India as for those of Burmese parentage. The number on the register has risen from 25 to 38. Though the school is small, no less than four second languages are taken up, namely, Burmese,

Tamil, Telegu, and Bengali. As there is every probability of the Indian children remaining more or less permanently in Burma, it would be as useful as it certainly would be convenient to teach them Burmese as a second language. The institution has suffered severely from a constant succession of native headmasters, ill-taught, ill-behaved, and at all seasons touting for a clerkship in a Government office.

SECTION V.

Primary Instruction.

48. The following statement compares the statistics of public primary schools for the past two years :—

Class of institution.	Number of Primary schools or Primary departments of Middle schools under inspection.		Number of pupils in attendance.		Number of pupils passed							
					Upper Primary.				Lower Primary.			
					IV.		III.		II.		I.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Public institutions under public management.	...	...	...	...	...	...	...	...	...	...	...	...
Public institutions under private management.	22	22	806	792	50	46	55	73	93	107	114	120
Indigenous schools, aided. Burmese ...	420	532	8,901	12,938	...	57	33	205	116	492	190	1,378
Indigenous schools, aided. Mahomedan ...	1	1	36	37	...	...	...	2	9	9	...	...
Indigenous schools, aided. Manipurian ...	2	2	60	65	...	...	...	...	...	...	...	6
Total ...	445	557	9,803	13,732	50	103	88	280	218	608	304	1,504

The decrease of public schools in the Mandalay, Bhamo, Ruby Mines, and Upper Chindwin districts is due to the more rigid examination such schools were subjected to last year: this led to the temporary reduction of some schools to the private grade. The decrease in the Sagaing and Yamèthin districts was brought about by the general exodus of pupils from schools to the relief works started at the time of the awarding inspections in those districts.

49. The following table shows the divisions and districts in which the above schools are at work :—

Division.	District.	Municipal.	Missionary.	Indigenous.				Total for 1891-92.	Total for 1890-91.
				Burmese.		Manipurian.	Moslem.		
				Monastic.	Lay.				
Northern ...	Mandalay	...	8	33	57	2	1	101	132
	Bhamo	...	...	14	3	...	...	17	47
	Katha	...	...	8	1	...	...	9	9
	Ruby Mines	...	...	1	2	...	...	3	8
	Shwebo	...	2	39	11	...	...	52	15
Central ...	Ye-u	...	...	16	1	...	...	17	13
	Sagaing	...	1	32	13	...	...	46	56
	Lower Chindwin ...	...	...	42	12	...	...	54	15
	Upper Chindwin ...	...	...	1	1	...	...	2	7

Division.	District.	Municipal.	Missionary.	Indigenous.				Total for 1891-92.	Total for 1890-91.
				Burmese.		Manipurian.	Moslem.		
				Monastic.	Lay.				
Southern ...	Myingyan	...	1	14	16	...	...	31	16
	Pakôkku	...	1	18	15	...	...	34	10
	Minbu	...	...	26	9	...	...	35	12
	Magwe	...	...	29	9	...	...	38	19
Eastern ...	Kyauksè	...	3	32	12	...	...	47	18
	Meiktila	...	1	10	3	...	...	14	12
	Yamèthin	...	2	20	5	...	...	27	36
	Pyinmana	...	3	17	10	...	...	30	20
Total ...	For 1891-92	...	22	352	180	2	1	557	...
	For 1890-91	...	22	267	153	2	1	...	445
For 1891-92	Increase	...	...	85	27	...	...	112	...
	Decrease	...	...	...	...	...	...	...	...

There is a general increase of 112 schools, 3,929 pupils, and 1,835 examination passes. The number of Anglo-Vernacular primary schools remains unchanged. The R. C. M. Tamil Mixed school, Mandalay, and the S. P. G. Boys' school, Madaya, were transferred to the register of Vernacular primary schools, while the A. B. M. Mixed school, Sagaing, and the R. C. M. Boys' school, Myingyan, no longer exist. To counterbalance these, the following four new schools have been opened,—the R. C. M. Boys' school, Shwebo; the R. C. M. Mixed school, Kyauksè; the Railway Mixed school, Yamèthin; and the S. P. G. Boys' school, Pyinmana. There is a slight decrease of 14 in the attendance at the Anglo-Vernacular schools, owing partly to the fluctuation of pupils in European schools and partly to the disorganization of school work at Nabet, but the examination passes show a satisfactory increase. Under the head of Burmese indigenous schools are included 20 Vernacular Mission schools with 350 pupils. The Burmese schools have increased by 112 and the number of pupils by 3,937. The 4th standard has been reached by this class of schools, 57 passes having been obtained thereby, while there is an increase of 172 by the 3rd standard, of 376 by the 2nd standard, and of 1,188 by the 1st standard. The Mahomedan and Manipurian schools remain stationary, save that the standard of instruction in the former has risen from the 2nd to the 3rd, while in the latter passes by the 1st standard have been secured for the first time.

It should be remembered that the 4th Standard examination in Upper Burma is a written one. It affords a better test than a *viva voce* one for the award of scholarships and for the comparison of the several districts, and it is a much better preparation for the entrance of a pupil into the Middle school stage of education.

A—Non-Indigenous Institutions.

50. The following table gives the results for the last two years of the examination of the registered aided Anglo-Vernacular primary schools in Upper Burma.

Division.	District.	Name of school.	1890-91. First Standard. Number in class.	First Standard. Number passed.	Second Standard. Number in class.	Second Standard. Number passed.	Third Standard. Number in class.	Third Standard. Number passed.	Fourth Standard. Number in class.	Fourth Standard. Number passed.	Total. Number in class.	Total. Number passed.	1891-92. First Standard. Number in class.	First Standard. Number passed.	Second Standard. Number in class.	Second Standard. Number passed.	Third Standard. Number in class.	Third Standard. Number passed.	Fourth Standard. Number in class.	Fourth Standard. Number passed.	Total. Number in class.	Total. Number passed.	Results of the Second and Fourth Standard examinations taken together.
Northern	Mandalay	R. C. M. Girls'	21	4	5	4	5	5	8	5	39	18	24	7	13	7	8	5	8	8	53	27	+ 6
		A. B. M. Boys'	19	6	4	4	11	3	16	9	50	22	22	8	7	6	9	9	15	4	53	27	+ 3
		S. P. G. Boys'	48	13	23	15	14	4	13	8	97	40	45	10	29	15	23	12	16	6	113	43	+ 2
		E. W. M. Boys'	30	5	16	5	13	3	18	4	77	17	22	7	9	4	14	7	16	6	61	24	+ 1
		R. C. M. Boys'	12	2	6	1	6	1	9	...	33	4	19	6	9	4	...	...	4	...	32	10	+ 3
		R. C. M. Anglo-Tamil ...	8	...	3	...	7	...	...	...	18	...	...	...	...	...	...	...	...	...	...	...	...
		A. B. M. Burmese Girls' ...	9	3	1	1	...	...	3	2	13	6	20	9	4	3	2	1	...	...	26	13	+ 2
		A. B. M. European Girls' ..	5	3	3	1	2	1	...	...	10	5	2	2	4	3	2	2	...	...	8	7	+ 2
		A. B. M. Mixed Infant ...	15	6	4	3	2	...	...	...	21	9	10	1	2	1	2	2	...	...	14	4	...
		S. P. G. Boys' Madaya ...	6	3	...	...	5	5	...	...	11	8	...	...	...	...	...	...	...	...	...	...	...
	Shwebo	S. P. G. Mixed	16	7	10	7	8	7	2	2	36	23	18	6	9	9	6	6	6	5	39	26	+ 5
		R. C. M. Boys'	3	...	...	...	...	...	...	...	3	...	15	4	4	3	...	...	4	...	23	7	+ 3
Central ...	Sagaing	A. B. M. Mixed	19	5	10	5	4	3	3	2	36	15	...	...	...	...	...	...	...	...	...	...	...
		R. C. M. Mixed, Nabet ...	27	18	10	6	7	6	8	2	52	32	9	8	19	12	2	...	10	...	40	20	+ 4
Southern	Myingyan	A. B. M. Mixed	8	5	5	3	6	4	2	1	21	13	23	2	9	5	10	5	6	1	48	13	+ 2
	Pakokku ...	R. C. M. Boys'	2	...	11	6	...	...	3	...	16	6	...	...	...	...	...	...	...	...	...	...	...
		E. W. M. Boys'	23	10	13	6	7	6	12	10	55	32	25	12	15	7	6	6	9	5	55	30	+ 4
Eastern	Kyauksè	E. W. M. Boys'	10	3	6	5	2	1	1	1	19	10	12	3	4	3	4	3	4	4	24	13	+ 1
		R. C. M. Mixed	15	...	...	...	...	...	...	...	15	...	13	...	4	3	...	...	...	...	17	3	+ 3
		S. P. G. Mixed, Myittha ..	13	8	...	...	...	...	...	...	13	8	6	4	5	3	...	...	...	...	11	7	+ 3
	Meiktila ...	A. B. M. Mixed	8	...	1	...	...	...	...	...	9	...	15	2	3	2	...	...	...	...	18	4	+ 2
	Yamèthin	R. C. M. Boys'	20	6	16	11	...	...	8	2	41	19	21	14	10	5	13	5	3	2	47	26	+ 6
		B. S. Railway Mixed ...	6	...	6	...	2	...	4	...	18	...	2	...	4	1	2	1	2	...	10	2	+ 1
	Pyinmana	R. C. M. Boys'	8	3	14	3	...	...	...	...	22	6	30	3	3	1	2	2	2	...	37	6	+ 2
		S. P. G. Boys'	...	...	...	...	...	...	...	...	...	...	4	3	13	4	...	...	...	...	17	7	+ 4
		A. B. M. Boys'	10	4	11	7	12	6	3	2	36	19	18	9	8	6	12	7	8	5	46	27	+ 2
		Total ...	361	114	178	93	113	55	112	50	764	312	375	120	187	107	117	73	113	46	792	346	+10

51. The following statement gives the nationality of the candidates presented and passed at the Anglo-Vernacular Standard examinations :—

Examination.	Europeans and Eurasians.		Burmese.		Natives of India.		Chinese.		Karen.		Shan.		Total.	
	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.
First standard	13	10	109	92	29	14	6	3	1	1	...	...	158	120
Second standard	18	12	105	85	17	8	1	1	...	...	1	1	142	107
Third standard	10	7	60	51	16*	12*	3	2	1	1	...	...	90	73
Fourth standard	12	9	60	34	4	1	2	2	...	...	...	...	78	46
Fifth standard	9	8	31	27	5	5	...	...	...	...	...	...	45	40
Sixth standard	1	...	11	7	2	1	1	...	...	...	1	1	16	9
Seventh standard	11	6	11	7	...	...	...	...	...	...	...	...	22	13
Eighth standard	3	2	...	...	...	...	...	...	...	...	...	...	3	2
Total ...	77	54	387	303	73	41	13	8	2	2	2	2	554	410
Percentage of passes to number presented.	70		78		56		62		100		100		74	

* One Pônna included.

52. The provincial 4th Standard examination was held simultaneously with that by the 7th standard. Of 78 Anglo-Vernacular candidates (65 male and 13 female) who appeared for examination, 35 and 11 respectively passed. No pass in the first class was obtained. The candidate, who headed the list of second class passes, came from the E. W. M. School, Mandalay. One hundred and fifty-six candidates (144 male and 12 female) sat at the Vernacular test by that standard, of whom 55 and 7 respectively passed, and all in the second class. It is worthy of note that, while a pôngyi voluntarily appeared for the 7th Standard examination, no less than four of the candidates at the vernacular 4th Standard examination wore the yellow robe. Of the vernacular 4th standard candidates 7 were masters and 2 mistresses, of whom 4 masters and 1 mistress passed, and are now working up for their teacher's certificate. The pupils were better prepared in the procedure of examination last year, but some showed from their work how neglected they had been at school. In some cases it was but too painfully evident how little Superintendents had taken any active share in the work of teaching, and how much they had left the teaching of even English in the hands of incompetent native teachers. It is hard to combine itinerant work with effective supervision. Of course, while pointing out these defects, it should be remembered that many of the managers have had but little educational experience and are new to the East.

53. The results of the primary examinations show that English and Native schools alike are steadily developing. In mental arithmetic the boys from the latter schools are far superior to those from the former, though on the other hand the Vernacular schools, as may be expected, are far behind-hand in the teaching of geography.

54. In the early part of the year the vexed question of the employment of lay teachers in the pôngyi kyaungs, along with which went the question of introducing secular education into those schools, excited the pôngyis of Mandalay. In certain centres, owing to the seeds of opposition having been dexterously sown by emissaries from Mandalay at a time when the re-organization of the district gaings was being taken in hand by the Thathanabaing, local feeling was so strong that some pôngyis, such as U Nyaneinda of Ava, U Nandi of Tazè, U Aseinna of Myotha, U Nayeinda of Mingan, U Zina of Meiktila, and many others *had to decline to accept on his arrival the services of the certificated teacher that they had applied for*. Everywhere pôngyis were met with eager to be given a trained teacher, but hesitating to apply for one until the Thathanabaing had issued a pastoral sanctioning such voluntary applications. On the other hand, in the very heart of Mandalay, Pôngyi U Pyinmya, who tired of waiting longer in this uncertainty had obtained a departmental teacher, found the inrush of new pupils so great that he had to get the residents of the quarter to build him a new kyaung. For a few months there was considerable friction between the followers of the old and the new systems of educational work. Indeed, the feelings of both parties grew so embittered that the lay supporters of the leading pôngyi of the new school in Mandalay, driven to the supposition that peace is the sooner brought about by a declaration of war to the knife, formally considered the advisability of taking legal action against the pôngyi's taikôk for intimidation and for the unwarrantable excommunication of the pôngyi. The people at large have all along seen that secular and spiritual education must go hand-in-hand if boys are to be trained to quit themselves in the future as intelligent and useful members of the community.

55. Much of the opposition to the introduction of secular education into the pôngyi kyaungs was based on the ground that the chief function of these schools was the imparting of a religious and classical training. Much was heard of the utility of these institutions in preparing candidates for the Patamabyan examination, the subjects of which consisted solely of Pali theological texts. As this examination is about to be resuscitated, it was thought desirable to ascertain what the indigenous schools were really doing in the way of classical instruction. They were accordingly invited to send up candidates for the provincial examinations in Pali. No candidate appeared for the 7th standard test in this subject. For the 4th standard test 70 candidates appeared, of whom 32 came from

monastic and 38 from lay schools. Of the candidates from monastic schools two were pôngyis and three were koyins. The text-book prescribed for the examination was a book that is claimed to be taught to every boy in every pôngyi kyaung in Burma, namely, the Pareitkyi, the Buddhist ritual, verses from which serve as the prayers in common use for recitation at the pagoda. For this a short and easy paper was set, but of all the candidates only six passed and these came from a lay school in Mandalay managed by a Lower Burman. Not only did the ecclesiastical, monastic, and other candidates know absolutely nothing of Pali grammar, but not one could translate into Burmese one of the commonest Pali gathas.

56. Efforts have steadily been made to introduce the school-fee system into indigenous lay schools; and under the Grant-in-aid Rules a uniform and fair rate of fee was decided on in the English schools. As regards the latter schools in the large towns, in order to avoid friction and improper competition, managers have entered into a mutual agreement to charge the same rates of fees in their schools. In the Lower Primary department the minimum rate of Re. 1 is charged, and an additional rupee is added for each of the higher departments. No difficulty is experienced in obtaining payment of these fees, for a Burman generally finds that he can pay when he learns that he must pay or go without, and more especially as our examination certificates have gone abroad and a demand has arisen in the public service for trained Upper Burmans. The minimum fee might be raised without difficulty. Some country schools, however, on the plea of the poverty of the people, levy a fee of only 8 annas a month in the Lower Primary department, Re. 1 in the Upper Primary department, and Rs. 2 in the Middle department. This is altogether wrong, and depreciates an English education far below its market value; for it means that a Native parent has only to spread out over seven years a trifling outlay of Rs. 108 in order to make his son eligible for appointments worth at least Rs. 40 or Rs. 50 a month. In the lay schools, in which it has been from time immemorial customary to impart instruction gratuitously, it is difficult to get some managers to charge any fee at all. The poverty of parents, the short stay pupils make at school, their irregular attendance, their prolonged absence when engaged in transplanting paddy or in other outdoor work, and, last but not least, the eternally quoted *tonzan*, all are pleaded as excuses for the wholesale remission of schooling-fees. Of course lay school-managers, as in a way the pôngyis are, are compensated in kind for the instruction they give. But where the department aids a school with books and a money grant, and where the people are quite alive to the advantages of a systematic and progressive education, it is necessary that they should learn to pay for value received as they do in other things, so that the manager may be able to extend, equip, and develop his school, which he cannot possibly do, when subsisting inertly on occasional doles of food and clothing, and making his school an advertisement for his medicine shop. Some managers no doubt hesitate to levy a regular fee from fear that, in losing thereby some of their pupils, they may render their schools no longer eligible for remission from payment of thathameda. In schools aided with the services of a certificated teacher payment of schooling-fees is of course enforced. Some managers have still to learn that, unless payment of fees is rigidly enforced by them, they will not have the means to retain their trained teacher when only a half-salary grant is allowed. Others, however, are going the right way to work. For instance, in Mandalay, four lay school-managers each obtain an annual income by fees of Rs. 400 and by results-grants of Rs. 300.

57. In the following paragraphs more detailed information is given of the condition of the Anglo-Vernacular Primary schools :—

R. C. M. St. Peter's Boys' School, Mandalay.—This school was for the greater part of the year in charge of the late Rev. E. Fercot, who devoted himself with much zeal to its development. The number on the rolls has increased from 14 to 32, and the examination results are creditable, as the school aimed at doing a little well rather than as in 1890-91 much badly. Half of the pupils are of Indian parentage. The rates of schooling-fee will have to be made uniform with those charged in the other English schools in Mandalay. On the arrival of the Christian Brothers and the construction, as proposed, of another and more substantial building, the school should not only hold its own with the larger and richer

Mission schools in Mandalay, but should push them hard for the premier place in respect of popularity and success.

A. B. M. European Girls' School, Mandalay.—This school is now located in one of the class-rooms of the new A. B. M. Boys' school. The number on the rolls is eight. Kindergarten work has been introduced and is very popular. The school should have a separate Superintendent, for, as at present conducted, it interferes with the proper management of the Boys' school. I have my doubts whether the school is worth keeping up.

A. B. M. Mixed Infant School, Mandalay.—The institution has steadily decreased in numbers during the last two years. There are 14 pupils in attendance (10 boys and 4 girls) as against 18 in the preceding year. The decrease is due to constant changes in its superintendence and in the teaching staff, and also to the poverty of the quarter in which the school is situated. A Burmese certificated mistress has been obtained for the school during the current year, and it will for the present be run purely as a vernacular school to serve as a 'feeder' to the A. B. M. Boys' school.

R. C. M. Boys' School, Shwebo.—There are 23 boys on the rolls. A fairly commodious school-house has been set up. Owing to its inability to meet its working expenses and to compete with the local S. P. G. school, and also owing to the Superintendent's time being mainly occupied with his evangelical work in the district and his functions as Catholic Chaplain to the troops stationed at Shwebo, it has been found necessary since the close of the year to conduct the school as a private institution.

E. W. M. Boys' School, Kyauksè.—The number of pupils has risen from 21 to 24. The school progresses very slowly. It is a great reproach to the inhabitants of a rich thriving place like Kyauksè that they should so disregard the opportunity and benefits of an English education for their children. Were the school placed in charge of a Eurasian or even a Burman teacher, and were the visits of the Superintendent more frequent, so that he could find occasion for interviewing the leading natives of the town and enlisting their sympathies in the work of the school, no doubt it would become popular.

St. Michael's R. C. M. Mixed School, Kyauksè.—This school is located in the Railway office, which the Mission should endeavour to purchase, exchanging for the land on which the office stands the plot of the same area nearer to the station and procured from Government two years ago. The school contains 16 boys and 1 girl, some of whom come from the Vernacular Mission schools at Zigôn and Kyanthagôn.

S. P. G. Mixed School, Myittha.—As this institution had been carried on at a dead loss for the last two years the Superintendent closed it at the end of the year, but it has since been re-opened by the Baptist Mission. There were on the rolls 8 boys and 3 girls as against 13 pupils last year. The majority of the pupils came from Lower Burma.

A. B. M. Mixed School, Meiktila.—A new mission-house has been built, the ground-floor of which affords ample accommodation for school purposes. There are 13 boys and 5 girls in attendance as against 8 boys and 1 girl in the preceding year.

All Saints' S. P. G. Boys' School, Pyinmana.—This new school unfortunately has been located just at the back of the A. B. M. school. The establishment of a Teachers' Association in this town, however, has led to school-work being harmoniously carried on in the three local English schools. The school contains 17 boys, not one of whom has yet advanced out of the Lower Primary stage. Two military policemen attended the school for some time for the purpose of learning English. The school has not a bright future.

B—Indigenous Schools.

58. Owing to the drought and the consequent failure of the crops and to the slow progress of education in certain of the remote districts, it was thought expedient to maintain the relaxed conditions in vogue in 1890-91 for the recogni-

tion of an indigenous institution as a public school. From 1st April 1892 the conditions prescribed under departmental rules have come into force. The receipt of results-grants has so stimulated the energies of school-managers that it is found necessary to make no distinction between Upper and Lower Burma as to the registration and examination of schools.

59. The following is a statistical summary of indigenous Burmese schools for 1891-92:—

Statistical Summary of Indigenous Burmese

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.								ATTENDANCE.	
			NUMBER OF INSTITUTIONS				ATTENDANCE.			Number of schools.		
			At the beginning of the year.	Brought on inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.		Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
NORTHERN.	Mandalay	Monastic	461	209	78	592	7,158	...	7,158	33	599	...
		Lay	127	66	36	157	2,083	1,840	3,923	57	1,105	1,032
		Total	588	275	114	749	9,241	1,840	11,081	90	1,704	1,032
	Bhamo	Monastic	47	23	7	63	889	...	889	14	278	...
		Lay	6	...	2	4	77	51	128	3	71	51
		Total	53	23	9	67	966	51	1,017	17	349	51
	Katha	Monastic	10	37	3	44	678	...	678	8	231	...
		Lay	3	1	...	4	37	30	67	1	15	13
		Total	13	38	3	48	715	30	745	9	246	13
	Ruby Mines	Monastic	7	6	1	12	262	...	262	1	20	...
		Lay	4	...	1	3	26	23	49	2	25	12
		Total	11	6	2	15	288	23	311	3	45	12
	Shwebo	Monastic	109	112	22	199	2,371	1	2,372	39	658	1
		Lay	6	11	...	17	70	191	261	11	45	158
		Total	115	123	22	216	2,441	192	2,633	50	703	159
CENTRAL.	Ye-u	Monastic	51	48	9	90	903	...	903	16	253	...
		Lay	1	3	1	3	15	20	35	1	12	11
		Total	52	51	10	93	918	20	938	17	265	11
	Sagaing	Monastic	382	51	25	408	5,524	...	5,524	32	804	...
		Lay	31	8	7	32	230	333	563	13	169	189
		Total	413	59	32	440	5,754	333	6,087	45	973	189
	Lower Chindwin	Monastic	326	34	180	180	3,434	...	3,434	42	924	...
		Lay	20	1	...	21	162	327	489	12	127	201
		Total	346	35	180	201	3,596	327	3,923	54	1,051	201
	Upper Chindwin	Monastic	48	71	31	88	1,567	...	1,567	1	31	...
		Lay	3	1	...	4	33	31	64	1	11	12
		Total	51	72	31	92	1,600	31	1,631	2	42	12
SOUTHERN.	Myingyan	Monastic	473	47	79	441	6,888	...	6,888	14	291	...
		Lay	22	10	5	27	134	395	529	16	87	282
		Total	495	57	84	468	7,022	395	7,417	30	378	282
	Pakôkku	Monastic	80	53	1	132	1,808	...	1,808	18	355	...
		Lay	11	10	1	20	277	205	482	15	247	149
		Total	91	63	2	152	2,085	205	2,290	33	602	149
	Minbu	Monastic	141	50	11	180	2,936	...	2,936	26	582	...
		Lay	12	1	...	13	142	159	301	9	127	123
		Total	153	51	11	193	3,078	159	3,237	35	709	123
	Magwe	Monastic	93	40	2	131	2,793	...	2,793	29	812	...
		Lay	18	2	4	16	165	173	338	9	100	132
		Total	111	42	6	147	2,958	173	3,131	38	912	132
EASTERN.	Kyauksè	Monastic	186	93	49	230	3,015	...	3,015	32	633	...
		Lay	12	10	2	20	168	152	320	12	128	115
		Total	198	103	51	250	3,183	152	3,335	44	761	115
	Meiktila	Monastic	36	5	1	40	859	...	859	10	314	...
		Lay	3	7	...	10	34	110	144	3	5	68
		Total	39	12	1	50	893	110	1,003	13	319	68
	Yamèthin	Monastic	121	4	20	105	1,679	...	1,679	20	456	...
		Lay	7	6	1	12	57	153	210	5	44	87
		Total	128	10	21	117	1,736	153	1,889	25	500	87
	Pyinmana	Monastic	43	20	...	63	1,026	...	1,026	17	382	...
		Lay	10	...	...	10	156	105	261	10	156	105
		Total	53	20	...	73	1,182	105	1,287	27	538	105
	For 1891-92	Monastic	2,614	903	519	2,998	43,790	1	43,791	352	7,623	1
		Lay	296	137	60	373	3,866	4,298	8,164	180	2,474	2,740
		Total	2,910	1,040	579	3,371	47,656	4,299	51,955	532	10,097	2,741
	For 1890-91	...	624	2,322	36	2,910	30,623	3,205	42,828	420	6,887	2,014
	For 1891-92	Increase	2,286	...	543	461	8,033	1,094	9,127	112	3,210	727
		Decrease	...	1,282	...	...	...	...	...	...	...	...

Schools for the official year ending the 31st March 1892.

AIDED INSTITUTIONS.															UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED								DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Upper Primary School examination.				*Lower Primary School examination.*								*Detail of amounts in column 25.*						
IV.		III.		II		I												
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
9	...	17	...	18	...	68	...	1,685	...	...	1,685	805	880	...	559	6,559	...	5·57
19	2	75	17	108	45	176	171	6,490	...	...	6,490	4,342	2,148	...	100	978	808	36·31
28	2	92	17	126	45	244	171	8,175	...	...	8,175	5,147	3,028	...	659	7,537	808	12·02
...	...	...	...	18	...	60	...	411	...	...	411	411	...	...	49	611	...	22·22
3	1	4	1	6	4	17	12	354	...	...	354	234	120	...	1	6	...	75·00
3	1	4	1	24	4	77	12	765	...	...	765	645	120	...	50	617	...	25·37
...	...	...	...	6	...	29	...	178	...	...	178	178	...	...	36	447	...	18·18
...	...	...	...	2	1	5	4	350	...	...	350	50	300	...	3	22	17	25·00
...	...	...	...	8	1	34	4	528	...	...	528	228	300	...	39	469	17	18·75
...	...	...	...	...	...	6	...	27	...	...	27	27	...	...	11	212	...	8·33
...	...	...	...	3	...	10	...	652	...	...	652	52	600	...	1	1	11	66·67
...	...	...	...	3	...	16	...	679	...	...	679	79	600	...	12	243	11	20·00
...	...	...	...	1	...	30	...	694	...	...	694	694	...	...	160	1,713	...	19·60
...	...	4	...	3	1	6	8	932	...	...	932	350	582	...	6	25	33	64·71
...	...	4	...	4	1	36	8	1,626	...	...	1,626	1,044	582	...	166	1,738	33	23·15
3	...	8	...	15	...	32	...	1,250	...	...	1,250	453	797	...	74	650	...	17·78
1	...	1	...	3	...	7	7	308	...	...	308	80	228	...	2	3	9	33·33
4	...	9	...	18	...	39	7	1,558	...	...	1,558	533	1,025	...	76	653	9	18·28
7	...	22	...	75	...	142	...	2,566	...	...	2,566	1,516	1,050	...	376	4,720	...	7·84
...	...	5	1	6	4	34	20	1,093	...	...	1,093	555	538	...	19	61	144	40·62
7	...	27	1	81	4	176	20	3,659	...	...	3,659	2,071	1,588	...	395	4,781	144	10·23
4	...	6	...	14	...	19	...	1,182	...	...	1,182	822	360	...	138	2,510	...	23·33
1	2	6	9	11	9	14	5	995	...	...	995	679	316	...	9	35	126	57·14
5	2	12	9	25	9	33	5	2,177	...	...	2,177	1,501	676	...	147	2,545	126	26·86
...	..	6	...	9	...	6	...	403	...	...	403	98	305	...	87	1,536	...	1·14
...	...	...	...	...	...	...	...	17	...	..	17	17	...	...	3	22	19	25·00
...	...	6	...	9	...	6	...	420	...	...	420	115	305	...	90	1,558	19	2·17
...	...	...	...	2	...	36	...	312	...	...	312	312	...	...	427	6,597	...	3·17
...	...	2	...	14	8	28	26	1,316	...	...	1,316	739	577	...	11	47	113	59·26
...	...	2	...	16	8	64	26	1,628	...	...	1,628	1,051	577	...	438	6,644	113	6·41
...	...	...	...	2	...	38	...	261	...	...	261	261	...	...	114	1,453	...	13·64
...	...	...	...	6	...	52	17	1,299	...	...	1,299	387	912	...	5	30	56	75·00
...	...	...	...	8	...	90	17	1,560	...	...	1,560	648	912	...	119	1,483	56	21·71
...	...	...	...	3	...	38	...	463	...	...	463	403	60	...	154	2,354	...	14·44
...	...	...	...	16	...	19	15	1,267	...	...	1,267	323	944	...	4	15	36	69·23
...	...	...	...	19	...	57	15	1,730	...	...	1,730	726	1,004	...	158	2,369	36	18·18
...	...	...	...	...	..	31	...	438	...	...	438	438	...	...	102	1,981	...	22·14
...	...	...	...	1	1	32	22	827	...	...	827	365	462	...	7	65	41	56·25
..	...	...	...	1	1	63	22	1,265	...	...	1,265	803	462	...	109	2,046	41	25·85
1	...	...	...	7	...	22	...	494	...	...	494	494	...	...	198	2,382	...	13·92
1	...	3	3	10	...	14	3	972	...	...	972	276	696	...	8	40	37	60·00
2	...	3	3	17	...	36	3	1,466	...	...	1,466	770	696	...	206	2,422	37	17·60
...	...	...	...	13	...	...	...	405	...	...	405	405	...	...	30	545	...	25·00
...	...	...	...	...	...	...	3	65	...	...	65	65	...	...	7	29	42	80·00
...	...	...	...	13	...	...	3	470	...	...	470	470	...	...	37	574	42	26·00
...	...	...	...	14	...	26	...	395	...	...	395	395	...	...	85	1,223	...	19·05
...	...	4	3	1	5	4	16	902	...	...	902	269	633	...	7	13	66	41·67
...	...	4	3	15	5	30	16	1,297	...	...	1,297	664	633	...	92	1,236	66	21·37
...	...	...	...	6	...	4	...	379	...	...	379	379	...	...	46	644	...	26·98
3	...	8	...	18	3	28	16	704	...	...	704	546	158	...	...	...	...	100·00
3	...	8	...	24	3	32	16	1,083	...	...	1,083	925	158	...	46	644	...	36·98
21	...	59	...	203	...	587	...	11,543	...	...	11,543	8,091	3,452	...	2,646	36,167	...	11·74
28	5	112	34	208	81	416	315	18,543	...	...	18,543	9,329	9,214	...	193	1,392	1,558	48·26
52	5	171	34	411	81	1,033	545	30,086	...	...	30,086	17,420	12,666	...	2,839	37,559	1,558	15·78
...	...	...	...	103	13	...	...	9,960	...	...	9,960	8,706	1,254	...	2,190	32,736	1,191	14·43
52	5	138	34	308	68	862	326	20,126	...	...	20,126	8,714	11,412	...	349	4,823	367	1·35
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

60. The following table gives the general statistics of the registered aided indigenous schools for 1891-92:—

Kind of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	420	8,901	532	12,838
Mahomedan	1	36	1	37
Manipurian	2	60	2	35
Total ...	423	8,997	535	12,910

It is pleasing to record an improvement in the attendance of pupils at the Burmese schools.

61. The results-grants system continues to be appreciated, and it stimulates work. With the pôngyis it is very popular, though many of them, naturally enough, do not care to say so. They feel that they are now supported through the Education Department by the State as formerly they were supported by the Court through the Mahadan Wun. As a rule the pôngyis expend their grant very generously on books and clothes for, or in rewards to, the pupils. They see without objection the necessity of equipping their kyaungs out of the grant, and so school-books are spread into the interior where parents cannot buy them. Lay school-managers are a little close-fisted, but a wife and occasionally a family account for this.

62. The salary-grant system is as popular as ever. The supply of trained teachers cannot at present meet the demand. As soon as the Normal schools can turn out qualified masters and mistresses for both the Anglo-Vernacular and Vernacular schools, education in Upper Burma will advance more rapidly. One unhappy result of the small number of certificated teachers available is that some of these men, forgetful of the fact that they owe their free training to Government, wish to pick and choose places in which to work, and are strongly disinclined to go where their services are needed. This will, however, right itself in time, under the new system of training normal students. In 1890-91 teachers were placed mainly in Mandalay and other large towns in order to bring the advantages of the new system of education prominently before the people and in particular before the leading managers of monastic schools. In the year under report, owing to the ready way in which managers, both lay and monastic, had come forward at headquarters towns to ask for the services of these men, it was thought desirable to spread them into the interior more, in order to extend the sphere of their usefulness as well as to pave the way for junior teachers wishing to be employed on probation in the large towns. To their work is it in a great measure due that the people are beginning to understand what the intellectual growth of their children means and what the object of Government is in organizing and aiding education.

An independent manager at Mandalay, Maung San Hla Baw, who has passed by the 7th standard, is preparing himself for the next secondary grade Vernacular Teachers' Certificate examination.

63. The following table shows the schools in which certificated assistant teachers are at work:—

Division.	District.	Locality.	Name of School-manager.	Name of certificated Assistant teacher.	Grade.
Northern.	Mandalay ...	Town ...	Maung Tôk ...	Maung Po Tha ...	II
	do. ...	do. ...	Pôngyi U Nanda ...	Maung Paw ...	II
	do. ...	do. ...	Maung O ...	Hameer Hamza ...	IV
	do. ...	do. ...	Pôngyi U Pyinnya ...	Maung Po Kin ...	III
	do. ...	do. ...	Maung Shwe Ngun ...	Maung Tun Gyaw U...	III
	do. ...	do. ...	Maung Aung Gyi ...	Maung Ba ...	III

Division.	District.	Locality.	Name of School-manager.	Name of certificated Assistant teacher.	Grade.
Northern—concluded.	Mandalay ...	Madaya ...	Maung O ...	Maung Po Tun ...	IV
	do. ...	Thayetkan ...	Maung Kyôk ...	Maung Po Kin ...	IV
	Bhamo ...	Mogaung ...	Pôngyi U Kethara ...	Maung Po Tin ...	III
	Katha ...	Tigyaing ...	Maung Thin ...	Maung Shwe Kyon ...	IV
	do. ...	Kyannhyat ...	Pôngyi U Mezu ...	Maung Po Tin ...	IV
	Shwebo ...	Shwebo ...	Maung Pan ...	Maung Tun Hla ...	II
Central.	Ye-u ...	Ye-u ...	Pôngyi U Thumana ...	Maung Po Tha ...	III
	do. ...	Tazè ...	Maung Tha Du ...	Maung Hla Baw ...	IV
	do. ...	Tabayin ...	Pôngyi U Nayeinda ...	Maung Tha Aung Byu.	III
	Sagaing ...	Town ...	Pôngyi U Ayeindhama.	Maung San Baw ...	IV
	do. ...	do. ...	Pôngyi U Kalayana ...	Maung Mè ...	III
	do. ...	Yedwingaung ...	Ma Mein ...	Maung Pyo Kyin ...	IV
	do. ...	Saye ...	Pôngyi U Pandeissa ...	Maung Po Hnan ...	IV
	do. ...	Ngazun ...	Pôngyi U Thilasara ...	Maung Kala ...	IV
	do. ...	Kyauktalôn ...	Pôngyi U Einda ...	Maung Shwe Pyi ...	IV
	do. ...	Myinmu ...	Pôngyi U Sanda ...	Maung Shwe Nwe ...	III
	do. ...	Alakappa ...	Pôngyi U Adeissa ...	Maung Tun Hla ...	III
	Lower Chindwin ...	Mônywa ...	Maung Po Tu ...	Maung Po Lin ...	IV
	do. ...	do. ...	Pôngyi U Thuzata ...	Maung Paung Yo ...	IV
	do. ...	Salingyi ...	Maung Kyè ...	Maung Po Maung ...	IV
	do. ...	Linzagyet ...	Pôngyi U Dipa ...	Maung Tun Gyi ...	III
	Upper Chindwin ...	Mingin ...	Pôngyi U Nyanawuntha	Maung Shwe Ban ...	IV
	do. ...	Kyawzin ...	Pôngyi U Wunna ...	Maung Po Tun ...	II
	do. ...	Homalin ...	Pôngyi U Damathami...	Maung San Hla Dun...	IV
Southern.	Myingyan ...	Myingyan ...	Maung E ...	Maung Po U ...	IV
	do. ...	do. ...	Ma Sa Bwin ...	Maung Tha ...	IV
	do. ...	Kyaukpadaung ...	Pôngyi U Yewada ...	Maung Po Nyun ...	IV
	Pakôkku ...	Pakôkku ...	Maung Ôk ...	Maung Po Myit ...	IV
	Minbu ...	Minbu ...	Pôngyi U Nageinda ...	Maung Po Kya ...	IV
	do. ...	Sinbyugyun ...	Maung San Baw ...	Maung Po Maung ...	IV
	Magwe ...	Taungdwingyi ...	Maung Kôn Tan ...	Maung Ba Lè ...	IV
	do. ...	Yenangyaung ...	Maung Hlaing ...	Maung Po Thein ...	IV
Eastern.	Kyauksè ...	Town ...	Maung Myo ...	Maung Shwe Pè ...	III
	Yamèthin ...	do. ...	Maung Min Gaung ...	Maung Mya The ...	IV
	Pyinmana ...	do. ...	Maung Saung ...	Maung Po Nyan ...	V

64. The following statement gives the names of school-managers who have applied for teachers, but for whom no teachers are available or whose schools the certificated assistants that had been appointed have not as yet joined:—

Division.	District.	Locality.	Name of School-manager.
Northern	Mandalay ...	Town ...	Maung Kyaw.
	do. ...	do. ...	Maung Pu.
	do. ...	do. ...	Maung Po Gaung.
	do. ...	do. ...	Maung Gyi.
	do. ...	do. ...	Maung Kyaw.
	do. ...	do. ...	Maung E.
	do. ...	do. ...	Maung Myaing.
	do. ...	do. ...	Maung Kyaw Mya.
	do. ...	do. ...	Maung Lu Gyi.
	do. ...	do. ...	Pôngyi U Thila.
	Katha ...	Moda ...	Pôngyi U Keta.
	do. ...	Mawteik ...	Pôngyi U Thumana.
	Ruby Mines ...	Mogôk ...	Maung Tun Lin.
	Shwebo ...	Town ...	Maung Paw.
	do. ...	do. ...	Ma Lat.
	do. ...	do. ...	Maung Hpaw.
	do. ...	Thitseingyi ...	Maung Hmein.
	do. ...	Malè ...	Pôngyi U Ketu.
	do. ...	Yedaw ...	Pôngyi U Nyanawuntha.
Central	Ye-u ...	Town ...	Pôngyi U Lekkana.
	do. ...	Tazè ...	Pôngyi U Nandi.
	do. ...	Kaduma ...	Pôngyi U Thôndara.
	Sagaing ...	Town ...	Maung Thau.
	do. ...	do. ...	Pôngyi U Sanda.
	do. ...	do. ...	Pôngyi U Zawana.
	do. ...	do. ...	Pôngyi U Nyeya.
	do. ...	do. ...	Pôngyi U Thumana.
	do. ...	Myotha ...	Maung Gan.
	do. ...	do. ...	Ma Pu.
	do. ...	do. ...	Pôngyi U Aseinna.

Division.	District.	Locality.	Name of School-manager.
Central	Sagaing ...	Myinmu ...	Maung Myo.
	do. ...	Wunbyi ...	Pôngyi U Withôkda.
	do. ...	Sungyet ...	Pôngyi U Muneinda.
	Lower Chindiwn ...	Nyaunggôn ...	Maung To.
	do. ...	Mônywa ...	Maung Pyo.
	do. ...	Alôn ...	Maung Chit Lu.
	do. ...	Thazi ...	Maung Hlaing.
	do. ...	Mônywa ...	Pôngyi U Zawana.
	do. ...	Wadawma ...	Pôngyi U Sayeinda.
	Upper Chindwin ...	Kindat ...	Maung Kan Tha.
	do. ...	Hlègu ...	Pôngyi U Thuzata.
	do. ...	Mingin ...	Pôngyi U Nyanawuntha.
	do. ...	Maungkan ...	Pôngyi U Pyinnya.
Southern	Myingyan ...	Town ...	Maung Pwe.
	do. ...	Natogyi ...	Maung Hlaing.
	Pakôkku ...	Town ...	Maung Po Hla.
	do. ...	do. ...	Maung Kyin.
	do. ...	do. ...	Maung Shwe Po.
	do. ...	do. ...	Pôngyi U Meda.
	Minbu ...	do. ...	Maung San Daw.
	do. ...	do. ...	Maung Po Lauk.
	do. ...	do. ...	Maung Hmat.
	do. ...	Legaing ...	Maung Kywet.
	do. ...	Salin ...	Maung Thet U.
	do. ...	do. ...	Maung Tha Aung.
	Magwe ...	Town ...	Maung San Dun.
	do. ...	do. ...	Maung Po Mya.
	do. ...	do. ...	Maung Lu Gyi.
Eastern	Kyauksè ...	do. ...	Maung Tha Aung.
	do. ...	Myittha ...	Maung Yan.
	do. ...	Thaiktu ...	Maung Aung Dun.
	Meiktila ...	Town ...	Pôngyi U Teza.
	do. ...	do. ...	Pôngyi U Zina.
	Yamèthin ...	Pyawbwè ...	Ma Shin.
	do. ...	Theingôn ...	Pôngyi U Adeissa.
	Pyinmana ...	Town ...	Maung Pè.

65. The following table shows the schools in which certificated assistant mistresses are at work:—

Division.	District.	Locality.	Name of school.	Name of certificated assistant mistress.
Northern ...	Mandalay ...	Town ...	A. B. M. European and Eurasian Girls' school.	Ma Ngè.
Do. ...	Do. ...	Do. ...	A. B. M. Burmese Girls' school ...	Ma Tha Wa.
Do. ...	Do. ...	Do. ...	Ditto ...	Ma Ngwe Thaw.
Do. ...	Do. ...	Do. ...	A. B. M. Infant school	Ma Pu.
Do. ...	Do. ...	Do. ...	E. W. M. Girls' school	Ma Kyaw.
Do. ...	Do. ...	Do. ...	Ditto	Ma Pu.
Do. ...	Bhamo ...	Do. ...	A. B. M. Kachin school	Mè Yin.
Southern ...	Myingyan ...	Do. ...	A. B. M. Mixed school	Ma Mo Bwin.
Do. ...	Pakôkku ...	Do. ...	E. W. M. Vernacular Girls' school ...	Ma Sein.

These mistresses all draw half-salaries and are doing serviceable work. They are particularly useful in taking charge of the infant classes, which in large schools should always be segregated, and with which a mistress is generally a far more sympathetic and successful teacher than a master.

Half-salary grants are given to two Burmese women who have been engaged to teach weaving at the S. P. G. Technical school, Shwebo.

66. The following is a list of the probationary assistant teachers at present employed :—

Division.	District.	Locality.	Name of school-manager.	Name of probationary assistant teacher.
Northern	Mandalay ...	Town ...	Maung Tha Dun U	Maung Po U.
	Do. ...	Do ...	Maung Tun	Maung Mya.
	Bhamo ...	Bhamo ...	Maung Pe U	Maung Po Yin.
	Shwebo ...	Cheba ...	Maung Sein U	Maung Paw.
Central	Sagaing ...	Pegu ...	Pôngyi U Thire	Maung Po Hmi.
	Do. ...	Ngazun ...	Ma Pu	Maung San Myin.
	Do. ...	Saye ...	Pôngyi U Pandeissa	Maung Po Hnan.

Owing to the dearth of trained teachers and the outturn of promising pupils from indigenous schools who had passed by the 4th standard, picked youths, who had received some training from a certificated assistant teacher, were appointed probationers on a salary of Rs. 10 a month on the condition of obtaining within a prescribed period a vernacular primary grade teachers' certificate.

67. There is not a district in Upper Burma, save Meiktila, to which a trained teacher will shortly be sent, and the Ruby Mines district, where for the greater part of the year a trained teacher was placed, but where it is difficult to get a teacher to stay permanently, in which a certificated teacher is not now at work. Under the salary-grant scheme 20 monastic and 21 lay schools are already aided by the Department as against 5 monastic and 20 lay schools last year. *This proves conclusively that the opposition to the employment of lay teachers was purely a local and not a national movement, and those in opposition have seen clearly enough the folly of promoting schism.* In the large towns the pupil-teacher system has been introduced, and it is the particular care of the Deputy Inspector and of the certificated assistant teacher to train these young students with a view to using them, when certificated, in their native district, where they would be known to the people. As a rule the certificated teachers have worked very satisfactorily. It is worthy of record that almost every certificated teacher, whether engaged at a lay school or not, devotes part of his leisure to training at the special request of their head pôngyi the upazins from the kyaungs in the vicinity in the compulsory subjects of primary instruction. There is every hope that the pôngyi kyaungs will in time take the lead as they should do in the indigenous education of the country.

68. The following teachers deserve special mention for their work :—

Maung Po Tun, Pôngyi U Wunna's school, Kyondaw, Upper Chindwin district.

Maung Ba, Maung Aung Gyi's school, Mandalay.

Maung Paw, Pôngyi U Nanda's school, Mandalay.

Maung San Baw, Pôngyi U Ayeindhama's school, Sagaing.

Maung Paung Yo, Pôngyi U Thuzata's school, Mônywa.

69. The following table gives the general statistics of the Burmese indigenous public schools :—

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	2,910	3,371	461	...
Pupils	42,828	51,955	9,127	...
Full passes—				
Standard I	190	1,378	1,188	...
Do. II	116	492	376	...
Do. III	33	205	172	...
Do. IV	...	57	57	...
Results-grants paid	8,706	17,420	8,715	...

The examination passes show a very great improvement, but much remains to be done for the development of primary instruction, when of 51,955 pupils only

2,132 could pass a departmental test, that is, no less than 49,823 pupils could not pass by the 1st standard in Burmese reading, writing, and spelling and in easy sums in simple addition and subtraction.

The exceedingly elementary knowledge of arithmetic required of beginners by the Department is invariably the stumbling-block with 19 out of 20 pupils, and manifests the urgent necessity that exists for the spread of secular education.

70. In the following paragraphs full information is given as to the condition of education in the various parts of the country:—

Northern Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	780	1,095	315	...
Pupils	11,084	15,787	4,703	...
Full passes—				
Standard I	42	602	560	...
Do. II	40	216	176	...
Do. III	28	118	90	...
Do. IV	...	34	34	...
Results-grants paid	4,241	7,143	2,902	...

Of the divisions in Upper Burma this has made most progress. One pupil in every 16 has obtained a full pass as against one in a hundred in the year preceding. Next to it comes the Central division with a pass for every 24 pupils as against 84 pupils in 1890-91; then the Eastern division with a pass for every 31 pupils as against 126; and last the Southern division with a pass for every 39 pupils as against 419. In every division, save the Southern, the 4th standard of instruction was reached. In the Northern division, in spite of the mistrust and misrepresentations of certain ecclesiastical bodies, education advanced rapidly and extensively in Mandalay town and in the Shwebo district. In the far north, where the work of administration is now gradually effecting a fusion of various tribes and races, education can only progress slowly. In certain centres it is making headway. In some cases unexpected success has been met with. For instance, during the inspection of the Momeik township, the instruction given in the way of model lessons to the pupils of monastic schools led to two Shan pôngyis applying for trained lay teachers and to one of them offering to work with his trained teacher amongst the local Palaungs by whom he was held in high respect. A Sub-Inspector is urgently required for this division, for not only are managers in need of constant supervision and frequently of instruction, but some of the outlying villages are totally neglected for want of means of rapid communication. Some children, too, are come across, such as those of the coal-miners at Kabwet and of the gold-washers at Ava and Amarapura, whose education their parents entirely disregard. On the frontier, where the very turbulence of the hill tribes has something attractive in it, the spread of vernacular primary education will, it is hoped, attract the attention of the Kachins and others to more peaceful pursuits and supply the State in the near future with serviceable policemen and foresters.

Mandalay Town.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	367	524	157	...
Pupils	6,021	8,315	2,294	...
Full passes—				
Standard I	24	390	366	...
Do. II	33	165	132	...
Do. III	28	108	80	...
Do. IV	...	30	30	...
Results-grants paid	2,547	4,731	2,184	...

With a population of 169,617, Mandalay Town has 1,024 Burmese and 34 other Native schools containing 9,362 and 778 pupils respectively. The 34 non-Bur-

mese schools comprise 21 Mahomedan or Pathi schools with 597 pupils, 10 Manipurian schools with 143 pupils, two Chinese schools with 23 pupils, and one Tamil school with 15 pupils. Of the total number of indigenous schools 524 are public schools containing 8,315 pupils; and of these the Monastic schools aggregate 391 with 4,964 boys in attendance and the lay schools 133 with 1,792 boys and 1,559 girls. More than two-thirds of the public schools lie in the western division of the town; the southern division contains one-fifth; and the other two divisions average 25 schools apiece. The northern division is a long way the poorest, educationally and financially; it is thinly populated; the inhabitants are mainly Burmese, of the coolie class, who were formerly impressed by Mindôn Min and were brought down from Shwebo and Ye-u to work upon the roads and canals of his new city. That part of the northern and eastern divisions taken up for cantonments is occupied by a considerable number of Manipurians of the Aggabat caste, who earn a living as milkmen and weavers, and send their sons to the pôngyi kyaung, while the daughters remain uneducated. Many Natives of India—camp followers, domestic servants, petty traders, and gharry-wallahs—are also resident in this locality, but, save for a few who learn their catechism in a Roman Catholic Vernacular Mission school, their children receive no instruction whatever. In the eastern division, as well as in the northern, no full passes were obtained, and no school has progressed beyond the 1st standard; and there is a decrease of schools and of pupils owing to the migration of both pôngyis and people to other quarters of the town where food and work were more easily procurable. In the southern division there has been a general improvement, though the schools have not yet advanced out of the Lower Primary stage. Many have qualified for registration as public schools this year; while five new schools, that are fairly well attended; were built during the year by the Kyaungtagas of the Kutheinayôn Taik. The people belong to the well-to-do class; most are engaged in preparing goldleaf or in making pagoda images in brass or alabaster; and both girls and boys are sent readily to school. A turbulent element in this division consists of former soldiers of the Burmese army. The western division has made rapid progress. There is an increase of 117 public schools and 1,505 pupils; the standard of instruction has advanced from the second to the fourth; the number of full passes has risen from 33 to 617. Three new schools were built during the year by the Kyaungtagas of the Mogaung Taik. The payment of results-grants and the work of the certificated teachers have greatly stimulated education. The progress would have been still more marked had it not been for the opposition of the Sadaws. A very large number of pôngyis, seated right under their ecclesiastical superiors, are afraid to move, though their sympathies are with the work and policy of the Government in the Education Department. Many schools, of bright promise last year, have this year retrograded into their old state of stagnancy, as the managers had to abandon secular instruction, discontinue the use of the text-books given to them, and refuse to let the Deputy Inspectors examine their schools. That the conduct of the Thathanabaing's council is disapproved by the people is shown by the rapid rise of lay schools in this the leading division of the town. They now number 93 and contain on the average 27 pupils apiece, while the 265 monastic schools only average 12 pupils each. In other words, the lay schools, started primarily for the purpose of female education, contain as many boys as girls and just as many boys as the pôngyi kyaungs have. Bearing in mind that there are five English schools in Mandalay, to which the sons of the respectable classes flock in large numbers, the popular support accorded the lay schools is very striking. But it is only what might have been expected. Of the 617 full passes obtained in this division no less than 539 were secured by lay schools; two monastic schools, the managers of which are treated as outcasts by their ecclesiastical brethren because they have employed certificated assistant teachers, but whose schools have doubled in numbers since the advent of these teachers, secured 59 full passes. This leaves merely 19 full passes obtained by other pôngyi kyaungs. In all Mandalay, excluding the schools of Pôngyis U Nanda and U Pyinnya, only 24 pôngyi kyaungs could present examinees and could only obtain 37 full passes, of which not one was above the 1st standard. In other words, Pôngyi U Nanda's school, aided by a lay teacher, scored almost as many passes as all the other teacher-unaided pôngyi

kyaungs put together. The Pathi schools lie clustered to the south of the Zegyo bazaar. The Manipurian schools are attended chiefly by the children of the Pônna caste; the Kathes living to the east of these, and the Aggabats further east again. The Chinese live in the heart of the town, and in the year under review established an additional school. In the quarter near the Arakan pagoda a large number of Shans and Danus are found. The former are merely temporary settlers, trading between Mandalay and Mogôk or Mogaung in rubies and jade respectively. The latter deal in tobacco and pickled tea from Taungbaing and Theinni. The children of either race are met with occasionally in the schools of the quarter. No education is received by the children of the payakyons or pagoda-slaves, who consist mainly of the descendants of the Arakanese captives brought into Upper Burma in 1783 by King Bodopra along with the famous golden image of the Arakan Pagoda. The most prominent schools are those of:—

Maung Shwe Thin.	Maung Shwe Ngun.
Pôngyi U Nanda.	Maung O.
Maung Aung Gyi.	Pôngyi U Pyinnya.
Maung Tôk.	Ma Thin Nu.

Maung Thin.

MANDALAY DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	221	225	4	...
Pupils	2,759	2,766	7	...
Full passes—				
Standard I	9	25	16	...
Do. II	...	6	6	...
Do. III	...	1	1	...
Do. IV	...	...	...	...
Results-grants paid	322	416	94	...

Of the 225 schools in the district 203 with 2,427 pupils are monastic and 22 with 339 pupils are lay. The small increase of schools and pupils is due mainly to the scarcity of food that, at the time of the awarding inspection, prevailed in the Madaya and Amarapura townships. The passes obtained in the year under review are satisfactory. The stubborn hostility of the Mandalay Sadaws has naturally hindered the educational development of the district. Out in the district the Manipuris have no schools, though a few send their sons to the pôngyi kyaungs. The Natives of India and the Chinese are quite indifferent as to the education of their children. In the Amarapura township there was a lamentable falling off at headquarters and at Shangalekyun owing to the irregular attendance of pupils. At Aungbinlè, in the Lamaing township, the Baptist and Wesleyan missions have each opened a small vernacular school. The Baptist school stands on the site of the old prison where, in 1824, Dr. Judson was confined. Pôngyi U Nanda's school at the headquarters of the Madaya township has made great strides, owing chiefly to the work of instruction being now undertaken by his Upazin, U Zawtika, who had been for some time studying under the trained teacher attached to Pôngyi U Nanda's school at Mandalay, and is now preparing for the teachers' certificate examination. The Kutywataungbyon township shows fair progress. The increase in results is due to the location of a certificated teacher at Thayetkan. It is worthy of note that two girls, each about 16 years of age, are working up for a teacher's certificate under the tuition of this master. Education is decidedly backward in the Lamaing, Ônkôn, Thôndaung, and Letyachaukywa North and South townships. In the last four townships the inhabitants are chiefly Danus, and not only they, but the pôngyis also, are very ignorant. In these townships and also in the Ngasingu township not a single full pass was obtained. It is strange that such illiteracy should prevail so near to Mandalay.

The Deputy Inspector has not been able to devote sufficient time and attention to this district during the year. Better results will be expected in the cur-

rent year, as the Kyauksè and Myingyan districts are no longer included in his sub-circle. The following school-managers deserve special mention:—

Pôngyi U Oggasaya, Shangalekyun. | Pôngyi U Sanda, Madaya.
Maung Kyôk, Thayetkan. | Pôngyi U Kanti, Madaya.

SHWEBO DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	115	216	101	
Pupils	1,155	2,633	1,478	
Full passes—				
Standard I	2	44	42	
Do. II	...	5	5	
Do. III	...	4	4	
Do. IV	...	...	...	
Results-grants paid	138	1,044	906	

Of the 216 schools in this district 199 are monastic and 17 lay with 2,372 and 261 pupils respectively. The district, though containing more schools than any other district north of Mandalay, is from an educational point of view both backward and particularly disappointing. In this district monastic opposition has been strongest, but signs, however, are not wanting to show that the opposition is breaking down from dissension within the ecclesiastical ranks. In Shwebo town the pôngyis are divided into two factions: one Sadaw and one Gaingdauk, U Pyinnyazawta and U Assara, head the former faction; the latter is led by the other Sadaw and the other Gaingdauk, U Nandamala and U Kethara. Maung Pan's lay school at Shewbo has reached the 4th standard, but of all the monastic schools in the town only two were able to secure full passes by the 1st standard, while in the whole district not one could score a 2nd standard pass. This has opened the eyes of the pôngyis to the danger of the lay schools aided by certificated teachers supplanting them in popular favour as educational institutions. Many of the younger brethren are now soliciting their ecclesiastical superiors to give way. Some upazins, who have been down to Lower Burma and have been much impressed by what they saw and learnt there, are endeavouring to teach according to the new scheme. Books are readily accepted, even by managers who decline to receive grants or to let their pupils be examined. Every where the Deputy Inspector is informed by pôngyis that they do not voluntarily hold aloof, but that they cannot run counter to the express commands of the gaingôks, of whom they are often the *ex*-pupils. Seven new lay schools were started during the year, three in the Shwebo township, one in the Myedu township, and three in the Sheinmaga township. The Chaukywa township is the only one in the district without a lay school. The progress of lay school education is the more striking when it comes to be considered that the pôngyi not only teaches gratuitously but feeds his pupils as well. In the Myedu and Hladaw townships not a single pass was obtained. In the Shwebo township the schools in the Kyaukmyaung, Halin, and Kawywa circles have shown improvement, but in the Shwebo and Thalôn circles only one manager has attempted arithmetic. At Chiba there is a promising and popular lay school, in which a monthly fee of 8 annas is charged and willingly paid. As a corollary to this, I may add that some of the pôngyis of the village know arithmetic, and yet are too indolent or else too timid to give instruction in that subject. At Seikun there are some promising kyaungs in which arithmetic and mensuration are taught, and the managers of which are anxious to accept our scheme and to apply for aid under the Salary-grant Rules. The submission of their applications, however, was vetoed by the Gaingdauk U Pandita, and the result is that two aided lay schools have sprung up and are flourishing. At Kyaukmyaung the policy of the pôngyis is just the reverse. The Gaingdauk U Ketu has directed all of his subordinates to introduce secular education into their kyaungs, the kyaungs are patronised even by the children of the settlement of Natives of India, while Pôngyi U Asara of Mala has gone so far as to admit a little girl (a long way his best pupil) into his kyaung. Educational prospects are also bright at Halin. The pôngyis at Ta-on (where the Gaingdauk

U Wilatha enthusiastically upholds the State scheme of education), Onbauk, and Letpanhla have also done much to instil life and method into their school work. In the Chaukywa township there is only one passable school, namely, that of Gaingdauk U Mala at Thawati. This township suffered heavily owing to the late season of drought. Kinu, Mônhla, and Thawati were the only villages maintaining their normal condition. The ten monastic school-managers at Kin-u, headed by their Gaingôk U Keitti, showed some opposition, but there is every hope of developing in the current year the pôngyi kyaungs at Thawati and at Pindin and Kundaing. In the Myedu township there was also a general exodus of inhabitants in search of food or work, except at Kubo and Tantabin, where the villagers are mainly traders in tea and paddy. Schools capable of improvement exist at Nyayanè, Myedu, Taukkashat, Kambalu, and Tantabin. In the Malè township there is little scope for educational work in the forest tracts outside the headquarters town. At Malè itself a trained teacher was stationed for some time last year, and succeeded in introducing arithmetic into the monastic schools managed by U Ketu, U Wisara, U Nyanawuntha, and U Pandi. A lay school for girls was also opened during the year by Ma Mya, and was liberally patronized by the townsmen. In the Hladaw township, occupied by poor cultivators who, however, have not suffered much from scarcity, education is very backward. A few partial passes in Burmese were obtained by pôngyi kyaungs at Yinmagan, Saingnaing, Kadu, and Kugaung. The best school in the township is that at the headquarters, Yatha, but the manager, Pôngyi U Thuriya, is afraid to apply for the services of a trained teacher. The pôngyis at Hladaw belong to the Shwegyin gaing, the Sadaw of which is known throughout Burma as the most rigid ascetic in the Buddhist priesthood, and his influence has extended also over the Sheinmaga township. There are some promising monastic schools at Thitseingyi, but the monks there have been directed by their Gaingdauk U Zawana to decline permission to the Deputy Inspector to examine their pupils. The three lay schools started at Sheinmaga last year produced better results than all the 20 pôngyi kyaungs at that place put together. Maung Pan's school at Shwebo, the best in the district, was given a building grant of Rs. 50 by the Municipality. The prominent schools in the district are those of :—

Maung Pan, Shwebo.
Pôngyi U Wimala, Thawati.
Pôngyi U Nyanawuntha, Kyaukmyaung.
Pôngyi U Thumeda, Letpanhla.
Maung Sein U, Chiba.
Pôngyi U Thathana, Halin.
Pôngyi U Wilatha, Ta-on.

KATHA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	13	48	35	
Pupils	168	745	577	
Full passes—				
Standard I	...	38	38	
Do. II	...	9	9	
Do. III	...	...	...	
Do. IV	...	...	...	
Results-grants paid	190	228	38	

Of the 48 schools in this district 47 are monastic and one lay. The increase would have been greater had not the Deputy Inspector found it difficult to attend to the Mansi, Banmauk, and East and West Pinlèbu townships. In the Katha township a new monastic school was started by an intelligent young priest from Lower Burma, who has introduced the new system of work and applied for the services of a trained lay teacher. Although he is popular with the townsfolk and has secured the support of the Lower Burman officials, he is looked upon with great jealousy by the other pôngyis, some of whose pupils are beginning to migrate to his school. At Lebya there is another good school managed by Pôngyi U Ottama, which did not do so well last year as the year before, as the manager, entrusting his school to his young upazin, was away the whole time on a pilgrimage to Ceylon, whence he has returned with the ability to read Pali in Roman characters.

The two lay schools in this township are kept by old men, who are supported by their relatives, more as a pastime than as a business. In the Myadaung township the villages of Myadaung and Tigyaing have schools in excessive proportion to the number of inhabitants. The result is that managers have little hold over their pupils and the introduction of the fee system into lay schools is an impossibility. In the Kyanhnyat township, in which no lay school exists, there has been considerable friction between Pôngyi U Mezu, to whose school a trained lay teacher had been sent, and the Gaingôk U Neya. The difficulty would never have arisen had not the gaingôk received from Mandalay a copy of the bond entered into by the members of the Thathanabaing's Council regarding the exclusion of lay teachers from monastic schools. Most of the ecclesiastical opposition encountered, however, was in the Manlè township, where there are two gaings, one liberal and the other extremely conservative and declining to recognize arithmetic as a legitimate branch of study. The schools of the liberal gaing are promising, particularly those of the Gaingôk at Tagundaing and the Gaingdauk at Thanbo. A trained teacher will be placed at the former school, and the people will soon see which system of instruction is better and more useful to the generality of students. A former gaingôk of the liberal gaing has started a lay school at Manlè, which is attended by seven girls, who each pay a monthly fee of Re. 1. There is no lay school, nor does a need for one exist in the Mawlu township, where the pôngyi kyaungs are denuded of pupils for some months in the year and the inhabitants are unusually ignorant and apathetic. A monastic school is being built at Mohnyin, which is just beginning to revive from the Kachin raids of the past. The former state of Wuntho is comprised in the Kawlin and Mawnaing townships. The Gaingdauk, U Nanda of Taungmaw, is trying to follow the new scheme of instruction and all of the pôngyis in the Wuntho territory were found to be very friendly. Villages are thickly scattered over these townships; the out-look is promising here. No school has progressed beyond the 1st standard, even in the solitary subject of Burmese, which is not the vernacular of many of the people and when spoken is a mere jargon. But the priests are willing to learn and the people are sufficiently well off to keep their children at school for some years. Reform will shortly be attempted by means of trained teachers and the foundation of a lay school for female instruction.

The Katha district has suffered much during the year from scarcity and disorder, and will no doubt show far better results in the current year. And there are signs that the opposition on the part of certain bodies of monks will rapidly disappear. As soon as the railway is completed a greater vitality will be given to the people and the need for secular education will become more apparent to them. The schools that deserve mention are those of:—

Pôngyi U Ottama, Lebya.
Pôngyi U Ketu, Moda.
Maung Thin, Tigyaing.
Pôngyi U Mezu, Kyanhnyat.
Pôngyi U Warama, Tagundaing.
Pôngyi U Ottama, Thanbo.
Pôngyi U Thumana, Mawteik.

RUBY MINES DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	11	15	4	...
Pupils	135	311	176	...
Full passes—				
Standard I	...	16	16	...
Do. II	...	3	3	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Results-grants paid	140	79	...	61

Of the 15 schools 12 are monastic and three lay. To the north and east of the district the indigenous institutions are all Palaung schools, in which the Shan and the Yun languages are taught. The district is hilly, sparsely popu-

lated, and with rough and scanty means of communication. The Burmese-Shan here is far wilder than his compatriot further north. Of recent years it has had a small floating population of Burmans imported as carriers and cartmen from the Shwebo district. Education is accordingly in a very elementary stage, and the district is educationally a long way the most backward in Upper Burma. Roundabout the mines in particular, where the monasteries are plentiful and substantial, it is difficult to get children to attend for any time or for any regular instruction; the counter-attraction of ruby-washing is too powerful. The stone-tract comprises the three villages of Mogôk, Katha, and Kyatpyin. Originally the monasteries at Mogôk were occupied by Palaung pôngyis, but a Burmese pôngyi came there some ten years ago from Singu in the Mandalay district, and the people were so pleased with his style of teaching that they asked him to invite other Burmese monks to settle in the town. All the Palaung pôngyis, save one, have now been ousted by the monks from Singu, and no doubt the further inroad of Burman teachers will before long push the Palaung brotherhood further east into the wild highlands of Momeit and Taungbaing. In the Twinngè township no lay schools exist. Twinngè and Thabeitkyin are the only two places where productive education can be expected, and then only in three or four years' time. There was some improvement in the Mogôk township as a trained assistant teacher was at work at headquarters throughout the year. The schools are either Burmese-Shan schools, lying in the valleys, or Palaung schools attached to the hill villages. In the latter schools Burmese is not recognized: the Yun language, supposed to be an Annamese dialect, is taught in addition to Shan. There are two gaings in the district: the Gainggyi, a Burmese-Shan order presided over by Pôngyi U Parama, who has introduced the teaching of arithmetic into his school and is a warm advocate of the new educational scheme, and the Paiyan Gaing, a Palaung order. The *ex*-State of Momeit was inspected for the first time, but the figures connected therewith are not included in the above return. It contains 18 schools, all monastic, with 190 pupils, of which four are Shan schools with 37 pupils. The pure Shan schools are dying out, as Shan managers are succeeded by Burmans or Burmese-Shans, who usually instruct their pupils in the Thinbôngyi. At Athan a very promising school exists, managed by a Shan monk educated at Mandalay, who is influential with Shans and Palaungs alike, and who proposes to translate into Shan for the use of his pupils the new Departmental Burmese Readers, of which copies were given to him. The schools on the Shweli side have not been inspected, but not much can be expected of them just yet, owing to the unsettled state of the country and to the scattered population.

The noteworthy schools in the Ruby Mines district, including Momeit, are those of—

Pôngyi U Withôkda, Mogôk.
Maung Tun Lin, Mogôk.
Pôngyi U Erathi, Twinngè.
Pôngyi U Kalayana, Athan.
Pôngyi U Thuriya, Sagadaung.

Bhamo District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	53	67	14	...
Pupils	846	1,017	171	...
Full passes—				
Standard I	9	89	80	...
Do. II	7	28	21	...
Do. III	...	5	5	...
Do. IV	...	4	4	...
Results-grants paid	904	645	...	259

Of the 67 schools 63 are monastic, three lay, and one is the A. B. M. Kachin school, which secured 19 passes by the 1st standard, seven by the 2nd, five by the 3rd, and four by the 4th. The decrease in results-grants is due to the subject of arithmetic having been made compulsory for a 1st stand-

ard pass. The indigenous schools are still in the Lower Primary stage, as education in this district is exceptionally backward. The Gaingôk of Bhamo, U Zawta, whose jurisdiction extends from Moda northwards, favours the State policy of education, and has done much to wear away the prejudices of the pôngyis subordinate to him. There has been some opposition in the cluster of villages, the largest of which is Shwegu; but it is wearing away as the pôngyis find that they cannot obtain grants for partial passes. Elsewhere the monks have been very amenable, and it is a happy sign as regards the future of monastic education in this district that most of the pupils who have passed by the 2nd standard have become upazins, continuing their studies under the Deputy Inspector's direction while teaching in the kyaung. The condition of some of the schools may be imagined when it is stated that two koyins at Kokyin, who barely passed by the 1st standard last July, were at once made upazins and appointed by their head pôngyis to take charge of the work of instruction in their kyaungs. A great drawback to the development of education in this district is the constant return to the world, for the purpose of earning a competence by their superior ability, of promising pôngyis unable to resist the attractions of mining and trading. Their kyaungs are then made over to successors inferior alike to them in religious and secular attainments. This is seen in places; such as Sinkin, Sawadi, and Kônsink, on the highway of trade and traversed perpetually by the Shan and Chinese caravans.

The Bhamo district is essentially Shan. The Burmese element is small, and no doubt in time the northern and western parts will be inhabited almost wholly by Kachins. The great hindrance to education amongst the Kachins is the constant migration of village clans due to their occupation of taungya cultivation. As regards the Burmo-Shan population, educational progress is hampered a good deal, as stated above, by the frequent reversion of pôngyis to a secular life, by their being nomadic in their habits (moving from kyaung to kyaung till one is found to their taste), and by their illiteracy. Outside of Bhamo and Shwegu there is no really good school, and Burmese is taught through the medium of a Shan dialect. The only Chinese-Shan village in the district is Mopein in the Sinkin township. The children are not sent to school, although there is a pôngyi kyaung there, occupied by a solitary Shan-speaking monk. Few Assamese are now found in Bhamo. They lie more towards Mogaung, and, like the Puns who congregate at Sinbo, they have no schools of their own, but their children are found in the pôngyi kyaungs learning Burmese. Their own dialect is rapidly falling into disuse. The Singpos beyond Mogaung, who have a number of Assamese slaves, and the Khantis and Khunungs of the region of the Hukong valley, have not been visited yet.

In the Bhamo township a new lay school has been started by Maung Pòk in the Chinese quarter. The manager is popular with matrons, as he is in great request with them as a reader of horoscopes. He has both Chinese and Indian pupils in his school, and these pay, as is customary with them, a small schooling fee. The heads of the local gaing have not only warmly taken up the new scheme of education, but have helped to introduce it into the other pôngyi kyaungs in the town. Owing to this, perhaps, their schools are attended by Shan as well as Burman boys. A peculiar sect of Buddhists, comprising some thirty households, exists in the town. They are called Zotis and are of the nature of the independents, neither acknowledging the local pôngyis nor sending their children to their schools. The sect was founded in Bagyidaw's reign by a fanatic Burman monk who was expelled from Burma and took refuge in the Chinese-Shan States.

The manager of the monastic school at Sawadi, which is a centre of trade for the Shan State of Namkham, died during the year, and his successor is utterly illiterate. In the Sinkin township there is no lay school, and the pôngyis outside of headquarters are extremely illiterate. Not a single pass was obtained in the Shwegu township, owing to the refusal of the pôngyis to teach arithmetic. In the Mogaung township the schools lie far apart from one another. They are all monastic. Between Mogaung town and the mouth of the Mogaung river, a distance of six days' journey by boat, not a school exists. The Myitkyina town-

ship contains only 10 indifferent pôngyi kyaungs, and is the most backward of all the townships in the district. The Mohlaing township was formerly part of the Shan State of Momeit, and is inhabited mainly by Kachins. The villages are very small and the monasteries mere dilapidated bamboo buildings. The only school worth the name is that of the Gaingôk at Munsin, which is attended by some Kachin boys.

Seeing that in the Burmese times the people of this district were overruled by the unlettered Kachins, that they are just beginning to learn what a life free from raids and turmoil means, and that they as a rule speak a Shan dialect, though most of the monasteries teach a mongrel Burmese, it may be said that its educational progress in the last two years is most marked and promising. Bhamo and Mogaung are the leading educational centres in the district, and at both these towns certificated assistant teachers have been located. Before long it may be practicable to open an English school at Bhamo. In the rural parts of the district the need for education is not strongly felt, but it is hoped by means of the pôngyis to attract more pupils, and particularly pupils of Shan and Kachin nationality, to the schools. It is curious to find in this district, as also in the Katha and Ruby Mines districts, that while the people are profoundly ignorant of the classical dramas and poems of Burmese literature, they are great readers of the plays and songs of the blind poet of Rangoon, Saya Thin. This is a pity, for, not only is the subject-matter at times coarse, but the spelling in these cheap little bazaar books is frequently phonetic, so that the ignorant reader may pronounce the word correctly and thus not spoil the rhyme. Special mention may be made of the schools of—

Gaingyôk U Zawta, Bhamo.	U Teikka, Kungi.
Gaingdauk U Thumana, Bhamo.	U Kelayana, Helôn.
Maung Pe U, Bhamo.	U Nandiya, Mogaung.
Maung Pôk, Bhamo.	U Keitti, Munsin.

Central Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	862	826	...	36
Pupils	12,551	12,579	28	..
Full passes—				
Standard I	113	286	173	...
Do. II	33	146	113	...
Do. III	3	64	61	...
Do. IV	...	18	18	...
Results-grants paid	1,931	4,220	2,289	...

Many of the public schools of 1890-91 failed last year to fulfil the conditions for registration owing to the exodus of pupils to the relief works started in the Lower Chindwin and Ye-u districts. The decrease in schools is in the former district alone, but would not have occurred had the Deputy Inspector extended his tours further west. The Upper Chindwin district requires more detailed inspection, and this work, which was neglected by the late Deputy Inspector, will be done in the current year by the new Deputy appointed to this sub-circle. The Sagaing and Ye-u districts have been very carefully worked up. The decrease of pupils in the former, though the schools have increased in number, is due to the awarding inspections being held during the season of distress. It has more certificated and probationary teachers employed than any other district in Upper Burma excepting the Mandalay district; and the Sagaing pôngyis, men of birth and influence, are as strongly in favour of secular instruction as their brethren across the river, headed by the Thathanabaing, are opposed to it, and so unquestioned is their authority that the Mandalay Sadaws have failed to bias a single subordinate of the Sagaing gaing.

YE-U DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	52	93	41	...
Pupils	549	938	389	...
Full passes—				
Standard I	7	46	39	...
Do. II	...	18	18	...
Do. III	...	9	9	...
Do. IV	...	4	4	...
Results-grants paid	108	533	425	...

Of the schools 90 are monastic with 903 pupils and three lay with 35 pupils. Education in this district has progressed very satisfactorily throughout the year. This is in a great measure due to the action of the pôngyis, who have shown a real interest in the work of the department and considerable energy in preparing their pupils for the standard examinations. The applications from them for the appointment of certificated teachers to their kyaungs have been numerous, while the school text-books and apparatus distributed gratuitously or given in lieu of a money-grant have not only been readily accepted but have been regularly used. The only place in the district where opposition was encountered was Tazè. This town contains 15 monastic schools. In 1890-91 the pôngyis fell in with the Government scheme of education, gladly allowed the Deputy Inspector to give their boys lessons in arithmetic, and asked for teachers and books. Last year all this was changed. The Hmangaing Sadaw, U Parama, was summoned to Mandalay to accompany the Thathanabaing on his pastoral tour to Lower Burma. On U Parama's return to Tazè he began to inveigh against the introduction of secular education into the kyaungs and in particular against the employment of certificated teachers. The result was that all the pôngyis put away their arithmetics and grammars and reverted to the dreary memorizing of Pali texts, while U Nanda, who had applied for and received a trained teacher, was "boycotted" until he had dismissed the man. This teacher, suddenly left stranded in Tazè, was placed in a local lay school, to which half the pupils in the pôngyi kyaungs immediately migrated. The pôngyis are now importuning the Sadaw for permission to follow the departmental system again. Despite this unfortunate occurrence every township shows signs of improvement, and this is the more gratifying, seeing that famine pressed heavily on most of the villages and that the relief works drew away many boys from the schools. Many private schools qualified themselves for classification as "public." To the north and west of Ye-u the villages lie in clusters, each village containing about 20 houses and a kyaung with at most 20 pupils in attendance. The only indigenous lay school in the district is at Tazè.

In Ye-u town the schools are above the ordinary average, the pupils are made to advance beyond the elementary stage, and the pôngyis are earnest and methodical in their work. In the Ye-u township, at the time of the awarding inspection, thugyis, villagers, and pupils were all engaged on road-making. The few pupils in the kyaungs were little boys who according to the old system were found learning the Ajjhat Thapanjaram by rote while scarcely able to read at sight a few simple sentences from the Thinbôngyi reader. Even the kyaung of the Gaingôk U Asseinna of Wathè was empty, the old man being busily engaged on the construction of a small reservoir near the taik.

The most promising centre of work is Dibayeu, where there is an excellent school aided with the services of a trained teacher and liberally supported by the people. Elsewhere the pôngyis have been poorly supported during the year and were a little reluctant to have their pupils examined for fear of their failing and so discrediting their teachers. Education was also carried on under difficulties in the Shwegyin township, half of which is jungle. A certificated teacher will shortly be placed in the Ywathitgyi circle, which consists of a large group of villages.

In the Tazè township, outside of the town itself, the schools turned out fair work. Tottalôk, Kabaungyaing, Nanwindaw, Yashe, and Kanbauk have each promising Lower Primary schools. The Indaing township was extended during the year by the addition to it of a part of the Wuntho territory. The inhabitants, though Kadus, are keenly interested in our work.

The best schools in the district are those of—

Pôngyi U Thumana, Ye-u.	Maung Tha Du, Tazè.
Gaingdauk U Lekkhana, Ye-u.	Pôngyi U Pyinnyathaya, Kanbauk.
Gaingdauk U Neyeinda, Dibayen.	Pôngyi U Wayama, Nyaungaing.

SAGAING DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	413	440	27	...
Pupils	6,501	6,087	...	414
Full passes—				
Standard I	85	196	111	...
Do. II	20	85	65	...
Do. III	3	28	25	...
Do. IV	...	7	7	...
Results-grants paid	1,146	2,071	925	...

As regards educational development, this district takes the lead of all districts in Upper Burma. The standard of instruction has advanced from the 2nd to the 5th. The number of full passes has increased surprisingly, and there has been an allround improvement during the year, particularly in Sagaing town and township, where, though many of the ecclesiastical superiors from motives of prudence stand aloof, the pôngyis are keenly interested in the new education and are by no means inclined to remain passive and await the turn of events at Mandalay.

There has been a great retrogression in the Ava and Myotha townships. This is due to the action of U Pyinnya, the Nagadwin Paungdaungku Sadaw, who in the company of U Naka, the Gaingdauk of Ava, travelled from monastery to monastery, reprimanding all the pôngyis who had allowed their pupils to be examined or their kyaungtagas to receive results-grants, and ordering them to follow the old routine as, under the Thathanabaing's express commands, the pôngyis in Mandalay were doing. The consequence was that of 179 monastic school-managers in these two townships only eight permitted the Deputy Inspector to examine their pupils, though the others impressed upon that officer the fact that they were not willing agents in the matter.

In the Sadaung township some slight opposition was also experienced. The Shwegyin Sadaw strongly disapproves of the introduction of any secular education into the kyaungs, and accordingly no manager under his jurisdiction may teach arithmetic.

In the central part of the township the pôngyis are more amenable to the new order of things. In the Myinmu township the attendance of pupils fell off owing to the distress prevailing in the northern part and the migration of families to the relief works opened to Kandaw. The only good schools in the township are, excepting the pôngyi kyaungs at Wunbyi, those lying along the Myinmu-Mônywa road. The Kyaukyit township, owing to its insular situation, can only be traversed in the dry weather. The outturn of work in the Chaungu township was disappointing. The town itself, an aggregation of 10 villages, contains about 100 schools, and no school (excepting the Catholic Mission school) has more than five or six pupils, who by the way are all steeped more or less in utter ignorance. The lay schools in the district, with the exception of Ma Mein's at Yedwingaung, are poor. The majority of managers are far more interested in dispensing boluses and horoscopes than in teaching. Ma Mein's school in which a certificated assistant teacher is working, is so popular that pupils

flock to it from the neighbouring villages of Nyaungôn, Kyakat, and Mônnyo. There are no lay schools in the Sagaing, Chaungu, and Kyaukyit townships. Of the schools in the district 408 with 5,524 pupils are monastic and 32 with 563 pupils are lay. The most successful are those of:—

Pôngyi U Ayeindama, Sagaing.
Pôngyi U Thila, Sagaing.
Pôngyi U Thumana, Sagaing.
Ma Mein, Yedwingaung.
Pôngyi U Thilasara, Ngazun.
Pôngyi U Pandeissa, Saye.
Pôngyi U Muneinda, Sungyet.
Pôngyi U Gandama, Pègado.
Pôngyi U Einda, Kyauktalôn.
Pôngyi U Gambithara, Myotha.
Pôngyi U Adeissa, Alakappa.

LOWER CHINDIWN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	346	201	...	145
Pupils	4,919	3,923	...	996
Full passes—				
Standard I	19	38	19	...
Do. II	8	34	26	...
Do. III	...	21	21	...
Do. IV	...	7	7	...
Results-grants paid	545	1,501	956	...

Outside of the Mônywa township the number of public schools and of pupils has decreased. Owing to the famine and the migration of families to the relief works, many schools were almost denuded of pupils and had to be temporarily transferred from the public to the private list. Of the schools in the district 180 are monastic with 3,434 pupils and 21 lay with 489 pupils. Though there has been a decrease in numbers, the standard of instruction has advanced from the 2nd to the 4th and there has been a more general proficiency amongst the scholars. Female education is decidedly backward. The only girls' school worthy of the name is that kept by Ma Samon in the old walled town of Alôn. Despite the mischievous influence of the Thathanabaing's emissaries, Pôngyi U Thuzata of Mônywa, Pôngyi U Sayeinda of Wadawma, and Pôngyi U Dipa of Linzagyet have done much towards interesting by the success of their own schools their ecclesiastical brethren in the new system of education. Pôngyi U Nareinda of Mingin has also done good work, but was too faint-hearted to receive on arrival the certificated teacher whom he had applied for. The lay schools are making rapid progress, and unfortunately (but as was only inevitable where the pôngyis would not bestir themselves) are drawing in boys from the monastic schools. There are no lay schools in the Ayadaw township. The best indigenous school in the district is that managed by Maung Po Tu. The manager has seized the opportunity afforded him by the location of a trained teacher at his school to study for and pass the Vernacular 7th standard examination. Maung To of Nyaungôn has, out of the results-grants obtained by him in the last two years, built a commodious school-house. Maung Kyit Su of Alôn, Maung Hlaing of Tazè, and Maung Kyè of Salingyi, deserve mention on account of the improvement their schools have shown last year. In the lay schools fees are now beginning to be levied.

To stimulate the work of the indigenous schools the Mônywa Municipal Committee have granted a small sum for distribution in school prizes open to competition by all vernacular pupils, and the Deputy Commissioner has allotted a corresponding amount from district funds for the same purpose.

Irrawaddy Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	224	230	6	...
Pupils	6,282	7,191	909	...
Full passes	534	1,467	933	...
Results-grants paid	10,664	11,401	737	...
Certificated managers	...	...	...	...
Certificated assistant teachers	4	6	2	...
Certificated Karen teachers	78	92	14	...

From the beginning of 1891-92 Bassein district formed a separate charge under one Deputy Inspector; the districts of Henzada, Thôngwa, and Thayetymo a separate charge under another Deputy Inspector. By this separation the schools receive better attention. It will be seen from the foregoing table that under every head increase has taken place. Maung Shwe Ni of Bassein and Maung Pa of Henzada *cum* Thôngwa district both report good progress.

Thôngwa District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	82	87	5	...
Pupils	2,208	2,648	440	...
Full passes	228	529	301	...
Results-grants paid	2,863	3,709	846	...
Certificated managers	...	...	...	...
Certificated assistant teachers	2	4	2	...
Certificated Karen teachers	17	24	7	...

The Karen population is reported to be steadily increasing. As new villages are formed, new schools spring up, chiefly under Christian management. In Christian villages the building used as a place of worship on Sunday becomes the school-house the rest of the week. Non-Christian village schools are not so well housed, most of the buildings being very primitive shanties, without even mat walls.

The townships of Yandoon, Pantanaw, and Dedayè need a little stimulating, but in the other four townships, Thôngwa, Shwelaung, Danubyu, and Pyapôn, good progress is being made.

Although there are no schools independently conducted by certificated headmasters, four certificated assistant teachers are employed, the people paying half their salary.

Certificated Karen teachers have been increased by seven, but here, as in other districts, dissatisfaction is expressed with third grade teachers. Karen schools now demand better qualifications.

If the imperfect teaching of English, to which the Karen clings, could be excluded, much time now wasted would be more profitably spent. The smattering of English imparted is of no use, and of course it is not recognized.

On the whole Thôngwa district has done well.

Bassein District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	108	102	...	6
Pupils	3,091	3,218	127	...
Full passes	217	619	402	...
Results-grants paid	5,645	5,562	...	83
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	45	51	6	...

Notwithstanding the loss of six schools, education is gradually spreading over a wider area and advancing to a higher stage. Out of nine townships six reach Standard IV, and one passed boys by Standard V; none fall below Standard III.

The leading schools are at Kangyi, Payachaung, Anangôn, Mithwèdaik, Asugyi, and Singugyi.

For many years the Reverend Father Keru of Myaungmya has done much for Karen education. The results-grants system is reported to be invaluable.

Of the salary-grant system the Deputy Inspector says—

"It has been on trial and is found working quite well. It is liked and called for more in this district this year than in past years. No doubt in the course of a few years its popularity will be greatly enhanced."

Certificated teachers "are just the kind the people want to have," but the supply is not equal to the demand.

A noteworthy statement is made that the establishment of schools by unqualified teachers is not on the increase; it is now stationary.

HENZADA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	34	41	7	...
Pupils	983	1,325	342	...
Full passes	89	319	230	...
Results-grants paid	2,156	2,130	...	26
Certificated managers	...	...	...	...
Certificated assistant teachers	1	1	...	...
Certificated Karen teachers	16	17	1	...

Progress is not rapid in this district; still there is a forward movement. Pwo-Karens and non-Christian Sgau-Karens, Maung Pa reports, are showing greater interest in school-work than in past years. A good deal of time is wasted on learning English from teachers quite incapable of teaching that language.

The difference between the bare huts that form the school-houses in non-Christian villages and the well furnished chapel made available in Christian villages is commented on.

THAYETMYO DISTRICT.

There are no Karen schools at present in the Thayetmyo district.

Tenasserim Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	114	108	...	6
Pupils	3,671	3,599	...	72
Full passes	279	709	430	...
Results-grants paid	3,528	4,334	806	...
Certificated managers	...	...	...	...
Certificated assistant teachers	4	4	...	9
Certificated Karen teachers	48	39	...	...

Of the six districts in this division, four, namely, Amherst, Tavoy, Mergui, and the Salween Hill Tracts, form one charge, entrusted to an unassisted Deputy Inspector. The other two districts, namely, Toungoo and Shwegyin, are under a Deputy Inspector, who is also in charge of the Burmese work in Toungoo district. The work cannot be efficiently done, and it will be necessary next year to appoint a Sub-Inspector to each.

Out of 108 schools 81 belong to the two districts of Amherst and Toungoo, leaving 27 divided amongst the remaining four districts, Tavoy, Mergui, Salween Hill Tracts, and Shwegyin. These four need closer inspection than can now be

prosperous condition, as the people have suffered much from scarcity of food, particularly in the Myaing and Yesagyo townships, from which there has been considerable emigration to Lower Burma. Pakôkku itself possesses the largest indigenous school in Upper Burma. Pakôkku town and Myaing township show an improvement; the Yesagyo township has remained stationary; not a single full pass was secured in the Laungshè, Pauk, and Seikpyu townships; while the Deputy Inspector, against express orders, has left uninspected the Kuhnaywa, Tilin, and Yaw townships. Now that he is relieved of the charge of the Magwe district, the thorough exploration of this district, especially in the west, will be enforced. In Pakôkku town the opposition of the pôngyis is rapidly dying out, they having seen the popularity of the new scheme. The town has an unusually large number of lay schools, no less than 15. In the township there are 22 monastic and 2 lay schools; but only 2 teach arithmetic. The progress in the Myaing township is in some measure due to the exertions of the Myoôk, Maung Po Hnit, who is not only interested in educational work, but has established, furnished, and maintained a small lay school at Myaing, which is attended by 15 pupils, each paying a school-fee of Rs. 2 a month, and is placed in charge of an educated Lower Burman, who in less than a year has managed to pass eight pupils by the 1st standard. Mr. W. B. Tydd, the Subdivisional Officer at Pauk, deserves our thanks for the interest he has taken in the educational development of his subdivision. He built a school-house at Pauk at his own cost, and is endeavouring to secure the support of the pôngyis towards the spread of secular education. Outside of Yesagyo and Pakangyi there has been little done in the schools of the Yesagyo township. Arithmetic has been entirely neglected. Considering its importance and adaptability, the district has not advanced so well as was expected. The highest standard reached so far is only the 2nd. The current year should see some improvement effected, as the Deputy Inspector will be able to devote more time to work in the interior. The most promising schools are those of—

Maung Ôk, Pakôkku.
Pôngyi U Meda, Pakôkku.
Pôngyi U Thumana, Pakôkku.
Pôngyi U Keitti, Leya.
Maung Paw, Myaing.
Pôngyi U Eindawuntha, Yesagyo.
Pôngyi U Kawi, Pakangyi.

MAGWE DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	111	147	36	...
Pupils	1,830	3,131	1,301	...
			...	
Full passes—				
Standard I	2	85	83	...
Do. II	...	2	2	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Results-grants paid	234	803	569	...

Of the 147 schools 131 are monastic with 2,793 pupils and 16 lay with 338 pupils. This district has suffered from the late drought. It is only in the south, round about Taungdwingyi, that agriculture can be carried on. And the educational development of the district during the year is most marked in the Magwe and Satthwa townships. The schools at Gyogôn, Natmauk, and Pin lost a number of pupils owing to the employment of whole villages upon the relief works. In these three townships there are no lay schools. In June 1891 the Inspector held a conference with the leading pôngyis of the Magwe township, regarding the introduction of arithmetic into the curriculum of the monastic schools. But though willing to teach arithmetic if they only knew how to, the pôngyis are afraid of bringing themselves under the ban of the Mandalay clique by accepting the services of a trained teacher. In the whole district only eight

pôngyis teach arithmetic. The two best indigenous schools are both lay and are located at Yenangyaung and Taungdwingyi respectively. In Magwe town no difficulty is experienced in collecting school-fees. In the Taungdwingyi township the schools, both monastic and lay, are adapting themselves to the new scheme and the people are beginning to keep their children longer at school. The Myothit township, which is thinly populated, is backward; no full passes have been obtained. The same remarks apply to the Natmauk township. The Satthwa and Tazè townships are a little better; in the latter township, which shows signs of promise, there are some fair schools at Myingun; but both townships require a longer and more detailed inspection. In the Pin township some opposition was encountered from the pôngyis. The pupils in their kyaungs were older than the ordinary run of monastic school pupils, and all were quite ignorant of arithmetic. The noteworthy schools in the district are those of—

Maung Hlaing, Yenangyaung. | Pôngyi U Muneinda, Taungdwingyi.
Maung Kon Dan, Taungdwingyi. | Pôngyi U Parama, Kôkkogwa.
Pôngyi U Ottama, Myingun.

The success of this district will depend upon the work of the new Deputy Inspector. In his late charge, he had a name for very easy-going inspection along the river banks. Care will be taken that he does more in his new sub-circle

MINBU DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	153	193	40	...
Pupils	2,554	3,237	683	...
Full passes—				
Standard I	...	72	72	...
Do. II	...	19	19	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Results-grants paid	176	726	550	...

The schools are divided into 180 monastic with 2,936 pupils and 13 lay with 301 pupils. In spite of the failure of the food-crops which deprived the schools of many scholars, there was a general improvement educationally throughout the district. In the uplands the schools have remained, as regards the attendance of pupils, in their usual state. The increase of schools and of pupils and the passes scored last year show that the people of the district are beginning to take some real interest in the education of their children. In the Sagu township the attendance of pupils is very irregular and only three managers, pôngyis, teach arithmetic. Owing to the withdrawal of many boys from the schools for outdoor work, there is a decrease in the number of public indigenous institutions in the Lègaing township. A very handsome kyaung was built at Lègaing during the year by the Myoôk. The number of public schools in the Kyabin township remains stationary. The best school in the district is that at Pyanlwin managed by Maung San Baw; Salin, both town and township, is poor in its schools: as in the Sagu township, while the schools have increased in number, their standard is very low. There are no lay schools in the Dabwin township, while the pôngyis are more than ordinarily ignorant. Neither in this nor in the Sidôktaya and Ngape townships was a single full pass scored nor does a lay school exist. No pupil has advanced beyond the 2nd standard in this district, and of the 193 public schools only 23 have been able to obtain passes in arithmetic. The lay schools have deteriorated considerably owing probably to the famine. The Deputy Inspector will be expected to show more energy in working up the district than he did during the past year. The schools specially named are those of—

Maung San Baw, Sinbyugyun. | Pôngyi U Nyeya, Sagu.
Pôngyi U Nageinda, Minbu. | Pôngyi U Attaba, Lègaing.
Maung Thet U, Salin.

Eastern Division.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	418	490	72	...
Pupils	6,186	7,514	1,328	...
Full passes—				
Standard I	11	136	125	...
Do. II	38	77	39	...
Do. III	...	21	21	...
Do. IV	...	5	5	...
Results-grants paid	1,578	2,829	1,251	...

There has been a decrease in schools and pupils in the Yamèthin district owing to the recent famine, but the other districts, particularly the Kyauksè district, show a general increase. If fewer pupils were in attendance during the latter half of the year, the outturn of work, as the passes indicate, was much better. The Meiktila district has not, however, advanced beyond the 2nd standard yet. The Deputy Inspector might have done more than he did in this district. There is a strong Pathi element in the population of this division. But the Pathi schools are very poorly attended. The large majority of children receive the better education given in the Burmese schools. Shan children are found in the indigenous schools in the Pyinmana district, and the Hèlôn Sawbwa continues to support Maung Saung's school at Pyinmana. The Chinese traders are apt to neglect the education of their children, and scarcely any managers take the trouble to interview them on the subject. The fee-system is being promoted in the district headquarter towns, though it is by no means popular. In the interior, save at schools where trained teachers are located, its introduction will take time.

Kyauksè District.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	198	250	52	...
Pupils	2,506	3,335	829	...
Full passes—				
Standard I	...	39	39	...
Do. II	...	17	17	...
Do. III	...	6	6	...
Do. IV	...	2	2	...
Results-grants paid	191	770	579	...

Educationally this district is far ahead of the others in the division. This is due partly to its prosperity—no drought can affect a district covered with canals—and partly to the great progress made by managers in the Minzu and Singaing townships and the increased proficiency of the pupils of the leading schools in Kyauksè town and in the Myittha township. The Sawhla and Paukmyaing townships are still in a backward condition. Of the 250 schools on the register 230 are monastic with 3,015 pupils and 20 lay with 320 pupils. Thirty-four schools have been struck off the list of public institutions owing to their inefficiency and to lack of perseverance in the managers. Though everywhere the people make money, it is almost impossible to introduce the school-fee system. School work here, as elsewhere, was hampered and fettered by the direct interference of emissaries from the Thathanabaing. Owing to a threat of excommunication Pôngyi U Daweinda of Paleik had to withdraw his application for a certificated teacher, and, under orders from their superiors, Pôngyi U Pyinnya of Thabyegôn, Pôngyi U Thudamasara of Kôkkozu, and Pôngyi U Mala of Kyauksauk had to forbid their kyaungtagas receiving the results-grant earned by their school. *As a matter of fact the local opposition to the Government scheme of education proceeds wholly from the monks who have a few servitors and no school proper or who are too old or too indolent to acquire a little elementary knowledge of arithmetic.* Despite these drawbacks, vernacular education is improving and spreading. The standard of instruction

has advanced from the 2nd to the 4th. The following schools are specially commended:—

Maung Nyo's school, Kyauksè.
Maung Tha Aung's school, Kyauksè.
Pôngyi U Pandi's school, Kyauksè.
Pôngyi U Daweinda's school, Paleik.
Pôngyi U Zagara's school, Ôngayaing.
Pôngyi U Pyinnya's school, Yweywa.

MEIKTILA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	39	50	11	...
Pupils	582	1,003	421	...
Full passes—				
Standard I	...	3	3	...
Do. II	1	13	12	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Results-grants paid	241	470	229	...

This district suffered severely from famine during the year. A number of villagers migrated eleswhere; many kyaungs lost all their pupils; and in the interior boys could not be received as koyins owing to the inability of their parents to supply them with food. It is satisfactory to note that, notwithstanding these disadvantages, there has been a general educational improvement. Passes were obtained for the first time in the Mahlaing and Wundwin townships, and the Pindalè township now contains public schools. The Tazè township requires working up, and now that Meiktila is made the headquarters of one of the additional Deputy Inspectors, the interior of the district will no doubt be more regularly and thoroughly itinerated in the current year. Of the 50 schools 40 are monastic and 10 lay. One monastic school has been reduced to the private list, and five monastic and seven lay schools added to the public list. One of the lay schools at Meiktila is a Moslem school. Not a nun's school exists in the district, and Ma Thè's of Meiktila is the only school purely for girls. The managers of the leading monastic schools at Meiktila who in 1890-91 adopted the new scheme of instruction and applied for the services of trained lay teachers were forced early last year, on pain of excommunication, to revert to their old system of teaching Pali prayers alone. Their schools, however, were specially inspected by the Inspector of Schools towards the end of the year, and the pôngyis have taken up arithmetic. The Gaingôk U Tezaw not only introduced Stilson's arithmetic as a text-book into his school, but has applied afresh for a trained teacher. In the interior a little opposition was incurred from some pôngyis, who either were unwilling to exert themselves or were afraid of being censured by the Mandalay league. But in a time of scarcity they were only too glad to have an opportunity of getting a result-grant, and their reform, it is thought, is now permanent. It may be added that Pôngyi U Thureinda of Meiktila opened a survey school in August last. It was placed in charge of his brother, Upazin U Thumanda, who learnt surveying in Lower Burma and had collected 30 pupils, averaging 16 years of age. The school could not be departmentally recognized, and, as it was not provided with survey instruments, the Upazin has recently been persuaded to devote his time to general instruction instead, in which his knowledge of arithmetic and mensuration would produce more tangible results. The schools which deserve notice are those of—

Pôngyi U Teza, Meiktila.
Pôngyi U Pandi, Nyaunggaing.
Pôngyi U Alawka, Wundwin.
Pôngyi U Asara, Thèdaw.
Pôngyi U Zawta, Thèdaw.

YAMÈTHIN DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	128	117	...	11
Pupils	2,219	1,889	...	330
Full passes—				
Standard I	7	46	39	...
Do. II	24	20	...	4
Do. III	...	7	7	...
Do. IV	...	...	...	...
Results-grants paid	749	664	...	85

Of the 117 schools 105 are monastic and 12 lay. One lay and 23 monastic schools have been struck off the list, and six lay and seven monastic schools brought on to it. The former are only temporarily reduced, owing to the famine, and will in the current year again qualify for registration as public institutions. Despite the unavoidable obstacles to progress during the last year, the standard of instruction has risen from the 2nd to the 3rd and the number of full passes from 31 to 73. In the early part of the year the opposition in Mandalay greatly affected the action of the Buddhist confraternity in this district. For instance, throughout May a certificated assistant teacher was at work in the Gaingôk's kyaung at Yamèthin. He was liked by the pupils and by the manager, but some evilly-disposed persons reported the matter to the clique of Sadaws at Mandalay and also spread a rumour amongst the parents that the Government lay teacher was really intended to proselytize and not to educate. The Gaingôk was therefore compelled to solicit the withdrawal of the teacher, though now, when his services are elsewhere engaged and no other trained man is available, the people are wishing for his re-appointment to the school. The Pathis congregate chiefly at Yamèthin, Pyawbwè, and Nyaungyan. They have two schools at Yamèthin and one at Yindaw. At the latter a little Parsi and Hindi are taught in addition to the Koran. When a certificated teacher was placed at Ma Kyin's school at Yindaw, all the Mahomedan children seceded to it from this school and forced the maulvi to prohibit the Pathis sending their children to a Burmese school. Some promising lay schools have been started during the year at Theingôn, Ywathit, and Pyawbwè. That of Maung Tut at the last-mentioned place is attended by a number of nuns, who wish to learn so as afterwards to be able to teach. The schools specially commended are those of—

Maung Min Gaung, Yamèthin. | Pôngyi U Ariya, Yamèthin.
Pôngyi U Pônnya, Yamèthin. | Pôngyi U Pyinnyathiha, Ônthigwè.
Ma Shin, Pyawbwè.

PYINMANA DISTRICT.

Description.	1890-91.	1891-92.	Increase.	Decrease.
Schools	53	73	20	...
Pupils	879	1,287	408	...
Full passes—	...	...	...	...
Standard I	4	48	44	...
Do. II	13	27	14	...
Do. III	...	8	8	...
Do. IV	...	3	3	...
Results-grants paid	397	925	528	...

The schools are divided into 63 monastic and 10 lay. There is no lay school outside of Pyinmana town, and the only nun's school in the district is that of Ma E Bôn at Pyinmana. Six of the lay schools are Mahomedan. The scarcity of food did not affect the attendance of pupils save at a few schools in the Taungnyo and Wanwegôn townships. In these two townships, however, passes were obtained for the first time. No passes have so far been obtained in the Pyinmana and Paunglaung townships. Progress has been most marked in Pyinmana town, and is there due chiefly to the efforts of Maung Saung, who has

a good model lay school aided by a trained teacher and is studying with a view to presenting himself for the next teachers' certificate examination. His school, for which a new building was constructed by the people of the quarter last year, and that of Maung Po Tu at Mônywa, in the Lower Chindwin district, are the two best lay schools in Upper Burma outside of Mandalay, both managers being Patamabyans. Everywhere in the district, even in the lonely forest villages in the Taungnyo township, the people show an interest in their children's education, while lay managers are attempting to improve both themselves and their schools, and the pôngyis have all voluntarily done their best to follow the new scheme of instruction. In Pyinmana town the fee-system is gaining ground. Only one school outside of that town has succeeded in reaching the 2nd standard, but many of the interior schools are of promise and will do well in the current year, now that the Deputy Inspector, relieved of inspection-work in the Meiktila district, has time for making longer and more extended inspection tours. The best schools in this district are those of—

Maung Saung, Pyinmana.	Maung Pe, Pyinmana.
Maung Thaing, Pyinmana.	Pôngyi U Pônnya, Pyinmana.
Ma Saw Mi, Pyinmana.	Pôngyi U Wimala, Lewè.

SECTION VI.

Special Instruction.

71. In the technical department of the S. P. G. school, Shwebo, 11 girls are learning weaving. Two teachers are now engaged, and 12 looms have been provided. Three girls passed by the 6th standard, one by the 5th standard, and three out of five by the 4th standard. The two remaining students are very young beginners, who have all the will but not the strength just yet to work a loom efficiently, though they are useful in preparing thread for winding and in unravelling knots. The outturn of work keeps the children adopted by the Mission provided with a sufficiency and a sober variety of clothing. The weaving school shows that, if care be exercised, general and technical education can very well go together hand-in-hand. A weaving school on the same lines has also been instituted for the pupils attached to the E. W. M. Girls' schools, Mandalay.

72. The Superintendent of the S. P. G. school, Shwebo, who has himself learnt book-binding, is about to start a class for boys in this industry. In connection with the technical department he has made arrangements to open an industrial farm. He has obtained a grant of about 40 acres of land adjoining the school enclosure on the west, and intends to extend the town on that side by housing his converts from the jungle there and so establishing a Christian quarter. Leaving out of consideration the civic advantages of having a large body of people of simple, quiet, and industrious habits settled there, the local progress of education will be greatly stimulated. While the adults will be taught scientific farming or some industry such as cobbling or blacksmith's work accordingly as they are inclined to be cultivators or artisans, the children will receive the elements of a general education in the school prior to joining their parents in the Mission fields or in the Mission workshop. With care and judgment and beginning in a small way, the scheme should prove a success; and if it teaches the Burman self-help, it will have contributed something to his advantage.

73. In view of the timely lesson afforded by the late season of drought, inspecting officers have put in circulation amongst the rural villages copies of the vernacular edition of Martini's Handbook of Agriculture for Burma. This little manual is very popular with school-managers and with the parents of pupils, who are mostly cultivators. The Inspector has frequently been asked by pôngyis, thugyis, and Subdivisional Officers for copies of the translated work for distribution. The book has accordingly been prescribed as an "optional" subject in the 2nd, 3rd, and 4th standards for vernacular schools in Upper Burma. And arrangements are being made for the managers of pôngyi kyaungs, who are frequently keen horticulturists, utilizing the seeds sent out by the Land Records and Agriculture Department with a view to getting people to try a change of crops in case

of failure or of soil overuse, by starting a small experimental garden in the kyaung enclosure not merely for the practical illustration of the text-book to their pupils, but for the instruction of the cultivators of the neighbourhood who are always too casual and conservative to follow advice or to *begin* anything that they fear is original and therefore necessitating labour.

74. Arrangements have been made to open an Industrial school in Mandalay for imparting instruction in carpentry, boot and shoe making, and cane and bamboo work. A separate instructor is provided in each craft, the course in each lasting for two years. The Municipality has provided five junior and five senior scholarships each of the monthly value of Rs. 4 and Rs. 8 respectively. The profits accruing from the sale of manufactured articles will go towards the formation of a fund for advancing loans to students, who have completed the higher and lower courses of instruction, to set up in business. If the experiment proves a success, other industries will be introduced.

75. The following statement shows the number of Survey schools and the attendance at each for the past two years—

Class of institution.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Mandalay Survey school	1	15	1	28
Sagaing Survey school	1	23	1	18
Minbu Survey school	1	34	1	31
Kyaukse Survey school	1	25	1	20
Yamèthin Survey school	1	39	1	19
Total ...	5	136	5	116

The number of Survey schools remains unaltered, but the attendance of pupils shows a slight decrease of 20.

76. The following table shows the number of Jail schools and the attendance at each:—

Locality of school.	Number of pupils under instruction.	Number of pupils presented.		Number passed.	
		Adults.	Juveniles.	Lower Primary standard.	
				I	II
Mandalay	59	14	2	...	...
Minbu	25	5	20	...	...
Magwe	29	5	16	...	...
Meiktila	36	9	2	3	...
Pyinmana	29	17	...	...	2
Shwebo	23	23	...	...	...
Yamèthin	40	...	...	...	...
Total ...	241	73	40	3	2

Out of seven jail schools, only two obtained passes. The Meiktila Jail school is the only one equipped with books and slates. As a rule the prisoners could read and write a little in Burmese, but knew nothing or next to nothing of arithmetic and grammar. The unexamined prisoners were steeped in ignorance. The majority of students were Burmans, a few were Shans, Chinese, and Natives of India. They ranged in age from 16 to 31. The teachers are prisoners, and were formerly, with the exception of a pleader, either clerks or traders. The youthfulness of many of the prisoners under instruction indicates the need that exists for a reformatory in Upper Burma. The large jails at Myingyan and Mônywa should have schools attached to them.

77. Owing to the rapid completion of the railway extension beyond Shwebo and the consequent demand for trained subordinates, a Railway Training school has been opened in Mandalay, in which students, whose number is limited to 15, are taught telegraphy and office routine. On passing as signallers they obtain a salary of Rs. 15 a month, and on passing a further test in railway codes and tariffs they are appointed assistant station-masters on a salary of Rs. 40. The school has been established with the object of training local men for local requirements. An examination for admission to it is annually held by the Inspector of Schools.

78. A kindergarten class been opened in the A. B. M. European Girls' school, Mandalay. The children are attracted by the work.

79. It is hoped, with the assistance of one of the Mission school-managers in Mandalay, to start an evening class for instructing young natives, engaged in clerical work during the day, in book-keeping and commercial correspondence. This class is expected to be very popular, and is being opened by special request.

80. It may here be stated that in 1890-91 only two applications, one from Sagaing and the other from Myingyan, were received for admission to the Government Normal school, Moulmein. During the year under review the profession of certificated teacher attracted the attention of many promising students, of whom sixteen applied to be sent to Moulmein. Some signification is attached to this, when it comes to be considered how averse the Upper Burman is to his son leaving his home and particularly to go to the unorthodox lower province. Five of the applicants were selected, two from Mandalay and one each from Myingyan, Yamèthin, and Pyinmana.

81. The system introduced during the year of training teachers by probationary work under the Deputy Inspector's personal supervision has been referred to in the preceding section.

SECTION VII.

Female Education.

82. The following table gives the leading figures in connection with female education for the last two years :—

Class of school.	1890-91.		1891-92.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Under private management—				
Aided by the Grant-in-aid Rules	3	73	3	81
Aided under the Rules for Indigenous Schools ...	23	362	28	514
Unaided schools	35	319	33	334
Total ...	61	754	64	929
Boys' schools to which girls are admitted	245	2,583	317	3,491
Private institutions of indigenous instruction	128	474	120	401
Grand Total ...	434	3,811	501	4,821

There is an increase of 67 schools and 1,010 pupils, or, taking public girls' schools alone, of 3 schools and 175 pupils.

83. The following table shows the existing public schools, including mixed schools for girls, and the number of girls attending them :—

Division.	District.	Anglo-Vernacular.		Indigenous Vernacular.						Total, 1891-92.		Total, 1890-91.	
		Aided.		*Burmese.*		*Mahomedan.*		*Manipurian.*					
		Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay, mixed ...	1	4	138	1,576	1	7	1	1	141	5,188	111	1,278
	Mandalay, girls only ...	3	81	18	264	...	...	...	...	21	345	22	274
	Bhamo, mixed ...	...	...	3	51	...	...	...	...	3	51	7	84
	Bhamo, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Katha, mixed ...	...	...	4	30	...	...	...	...	4	30	3	14
	Katha, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, mixed ...	...	...	3	23	...	...	...	...	3	23	4	24
	Ruby Mines, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo, mixed ...	1	11	11	125	...	...	...	...	12	136	3	28
	Shwebo, girls only ...	...	...	6	67	...	...	...	...	6	67	4	17
Central.	Ye-u, mixed ...	...	...	3	20	...	...	...	...	3	20	1	1
	Ye-u, girls only ...	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing, mixed ...	...	...	18	149	...	...	...	...	18	149	17	173
	Sagaing, girls only ...	...	...	12	184	...	...	...	...	12	184	13	137
	Lower Chindwin, mixed	...	...	16	255	...	...	...	...	16	255	1	201
	Lower Chindwin, girls only.	...	...	5	72	...	...	...	...	5	72	7	99
	Upper Chindwin, mixed	...	...	3	26	...	...	...	...	3	26	2	21
	Upper Chindwin, girls only.	...	...	1	5	...	...	...	...	1	5	1	4
Southern.	Myingyan, mixed ...	1	1	23	343	...	...	...	...	24	344	19	216
	Myingyan, girls only ...	...	...	4	52	...	...	...	...	4	52	4	56
	Pakôkku, mixed ...	...	...	19	194	...	...	...	...	19	194	10	90
	Pakôkku, girls only ...	...	...	1	11	...	...	...	...	1	11	1	10
	Minbu, mixed ...	...	...	11	117	...	...	...	...	11	117	9	79
	Minbu, girls only ...	...	...	2	42	...	...	...	...	2	42	3	70
	Magwe, mixed ...	...	...	15	163	...	...	...	...	15	163	18	101
	Magwe, girls only ...	...	...	1	10	...	...	...	...	1	10	...	...
Eastern.	Kayuksè, mixed ...	2	4	19	142	...	...	...	...	21	146	12	101
	Kyauksè, girls only ...	...	...	1	10	...	...	...	...	1	10	1	13
	Meiktila, mixed ...	1	5	7	73	...	...	...	...	8	78	2	20
	Meiktila, girls only ...	...	...	3	37	...	...	...	...	3	37	1	16
	Yamèthin, mixed ...	1	7	8	96	...	...	...	...	9	103	7	75
	Yaméthin, girls only ...	...	...	4	57	...	...	...	...	4	57	1	25
	Pyinmana, mixed ...	...	...	7	68	...	...	...	...	7	68	7	77
	Pyinmana, girls only ...	...	...	3	37	...	...	...	...	3	37	3	33
	Total ... mixed ...	7	32	308	3,451	1	7	1	1	317	3,491	245	2,583
	Total ... girls only ...	3	81	61	848	...	...	...	...	64	929	61	754
	Total ...	10	113	369	4,299	1	7	1	1	381	4,420	306	3,337

84. Anglo-Vernacular schools show an increase of one. This is due to the removal of the Anglo-Tamil Mixed school, Mandalay, and the A. B. M. Mixed school, Sagaing, from the list, and the addition thereto of the R. C. M. Mixed school, Kyauksè, the A. B. M. Mixed school, Meiktila, and the Railway school, Yamèthin. The Burmese schools have increased by 74 and as regards pupils by 1,094. The Mahomedan and Manipurian schools remain stationary; girls of these nationalities are rarely educated, but, if sent to school, go generally to the Burmese lay schools. A few of the daughters of Tamil servants and of Punjabi policemen are to be found in English Mission schools. Where the daughters are of semi-Burmese parentage, they go as a rule to the lay schools along with their young brothers.

85. In the year under report the number of girls' vernacular departments attached to Anglo-Vernacular schools was raised to five by the opening of such a department at the A. B. M. school, Pyinmana. Similar departments are this year to be attached to the S. P. G. school, Pyinmana, and the R. C. M. school, Yamèthin. The Pakôkku Municipality made over the old town hospital to the Wesleyan Mission for use as a vernacular girls' school, which has been opened since the close of the year. The S. P. G. Mission will shortly start an Anglo-Vernacular Girls' school in Mandalay.

86. It is worth notice, as regards the indigenous schools, where it is often thought that girls do not require arithmetic as boys do, that some female managers of girls' schools, like Ma Thin Nu of Mandalay, have gladly accepted instruction from certificated teachers attached to other schools, in order not only to improve their method and scope of teaching, but also to present themselves for the departmental examinations.

87. The following statement gives the number and attendance of private schools including mixed schools for girls :—

Division.	District.	Indigenous Vernacular.						Total, 1891-92.		Total, 1890-91.	
		Burmese.		*Mahomedan.*		*Manipurian.*					
		Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay, mixed ...	12	17	25	154	2	5	39	176	83	313
	Mandalay, girls only ...	25	55	...	...	...	...	25	55	3	15
	Bhamo, mixed ...	...	...	...	...	...	...	...	...	...	...
	Bhamo, girls only ...	...	...	...	...	...	...	...	...	...	...
	Katha, mixed ...	...	...	...	...	...	...	...	...	...	...
	Katha, girls only ...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, mixed ...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines, girls only ...	...	...	...	...	...	...	...	...	...	...
	Shwebo, mixed ...	...	...	2	3	...	...	2	3	...	...
	Shwebo, girls only ...	1	4	...	...	...	...	1	4	1	3
Central.	Ye-u, mixed ...	...	...	...	...	...	...	...	...	...	...
	Ye-u, girls only ...	...	...	...	...	...	...	...	...	...	...
	Sagaing, mixed ...	4	6	3	11	...	...	7	17	3	7
	Sagaing, girls only ...	...	...	...	...	...	...	...	...	...	...
	Lower Chindwin, mixed ...	4	15	...	...	...	...	4	15	...	...
	Lower Chindwin, girls only	1	3	...	...	...	...	1	3	1	5
	Upper Chindwin, mixed ...	...	...	...	...	...	...	...	...	...	...
	Upper Chindwin, girls only	1	8	...	...	...	...	1	8	...	...
Southern.	Myingyan, mixed ...	1	2	1	5	...	...	2	7	2	6
	Myingyan, girls only ...	2	8	...	...	...	...	2	8	...	...
	Pakôkku, mixed ...	1	4	...	...	...	...	1	4	3	7
	Pakôkku, girls only ...	4	20	...	...	...	...	4	20	5	14
	Minbu, mixed ...	7	13	...	...	...	...	7	13	2	13
	Minbu, girls only ...	7	40	...	...	...	...	7	40	9	35
	Magwe, mixed ...	3	3	...	...	...	...	3	3	2	10
	Magwe, girls only ...	...	...	...	...	...	...	...	...	1	4
Eastern.	Kyauksè, mixed ...	3	9	1	2	...	...	4	11	6	20
	Kyauksè, girls only ...	...	...	...	...	...	...	...	...	1	3
	Meiktila, mixed ...	...	...	...	...	...	...	...	...	...	...
	Meiktila, girls only ...	...	...	...	...	...	...	...	...	...	...
	Yamèthin, mixed ...	...	...	2	3	...	...	2	3	2	7
	Yamèthin, girls only ...	...	...	...	...	...	...	...	...	...	...
	Pyinmana, mixed ...	1	2	6	8	...	...	7	10	4	12
	Pyinmana, girls only ...	1	1	...	...	...	...	1	1	...	...
	Total ... mixed ...	36	71	40	186	2	5	78	262	107	395
	Total ... girls only ...	42	139	...	...	...	...	42	139	21	79
	Total ...	78	210	40	186	2	5	120	401	128	474

Although two Manipurian, ten more Mahomedan, and 21 more Burmese nuns' schools have been brought on to the list of private schools, the decrease

on the whole is owing to the improvement of many Burmese lay schools, they having on account of the results-grant system bestirred themselves into qualification for public recognition.

88. The following statement shows the results attained during the year by girls at the various schools :—

School.	Eighth Standard.		Seventh Standard.		Sixth Standard.		Fifth Standard.		Fourth Standard.		Third Standard.		Second Standard.		First Standard.		Total.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Aided under the Grant-in-aid Rules.	...	2	3	2	6	...	1	9	7	11	13	11	10	13	16	19	56	67
Burmese Indigenous	...	...	...	...	...	...	...	...	...	5	...	34	13	81	...	345	13	465
Mahomedan ...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	1	1
Manipurian ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	2	3	2	6	...	1	9	7	16	13	45	24	95	16	364	70	533

89. The only two pupils in Upper Burma who have passed by the 8th standard are girls. Of the 20 pupils who passed the Upper Provincial 7th Standard examination, two were girls. Of the 46 passes at the Anglo-Vernacular 4th Standard examination, the 2nd, 3rd, and 5th places were taken by girls. Of the 62 passes at the vernacular examination by that standard the first two places were occupied by girls. The great increase in the number of Lower Primary passes is remarkable and shows that the work of the certificated teachers attached to the lay schools is beginning to bear fruit. The most regular attendants and often the most promising pupils are girls, who are keen in emulation and quick at figures, and who make the most of their short stay in school. It may be for this reason in part and partly from an unconscious humanitarianism that Pôngyi U Asara of Mala, Shwebo district, Pôngyi U Mezu of Kyanhnyat, Katha district, and Pôngyi U Nyeya of Pyawbwè, Yamèthin district, admit female pupils to their kyaungs, though thereby they infringe the rigid letter of the Buddhist law.

90. Female education has made some progress, but is still far from being universal in Burma. In the upper province, outside of district and township headquarters, where there are generally lay and nuns' schools open to girls, the schools as a rule are wholly monastic and thus barred to female pupils. Taking all schools to which girls are admitted in Upper Burma, it is found that there are only four to a township, and each school on the average contains nine female pupils.

91. Omitting the Anglo-Vernacular schools there is not a school at which needlework is taught at present. The girls who attend a layman's school are all of tender years, and are sent to school to be kept out of mischief or to accompany a young brother, until they are old enough to participate in the work of the family. In the towns lay school-managers are shrewed enough to secure as many girls as they can, and to retain them in the school as long as possible, in order to get the higher rate of result-grant on their account. The establishment in Upper Burma of a girls' normal school like that at Kemmendine is within near accomplishment. But even when we have our normal teachers, we cannot always utilize them. Bearing in mind, therefore, that at present there are no special teachers for the girls and (as far as the nation is concerned) not even the girls themselves in any numbers, the progress already attained as regards female education is, if small, satisfactory. All that can be done to promote female education, without exciting suspicion or ill-will, is being done. Lay schools are being encouraged and established. In the current year much will be effected in the way of starting at district headquarters vernacular girls' schools aided by contributions from municipal funds and placed in charge of Burmese certificated mistresses. Putting these aided schools on one side, it would be unwise just yet to call upon Burman managers, whether nuns or laymen, to maintain schools solely for girls, and it would be a sheer waste of money to subsidize incompetent

teachers or to start girls' schools in rural places where even the boys can ill be spared to attend the kyaung for a few months in the year. Now that female education has begun to spread, it may well be expected that it will spread rapidly, and that the girls now under instruction, who compare so favourably with the boys, will insist on their daughters being better educated than themselves.

SECTION VIII.

Education of Special Classes.

92. In the Anglo-Vernacular schools there are 22 Chinese, 3 Karens, 3 Shans, and 19 Manipuris.

(*a*) *European.*

93. The following table shows the number of schools attended by Europeans only and the number of pupils in attendance :—

Class of school.		Number of schools on 31st March.		Number of scholars in them on 31st March.					
				1890-91.			1891-92.		
		1890-91.	1891-92.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Aided for boys	Middle schools ...	...	1	...	...	...	4	7	11
	Primary schools ...	...	...	...	...	...	...	...	...
	Total ...	...	1	...	...	...	4	7	11
Aided for girls	Middle schools ...	1	1	11	43	54	19	49	68
	Primary schools ...	1	1	8	10	18	3	5	8
	Total ...	2	2	19	53	72	22	54	76
Grand Total ...		2	3	19	53	72	26	61	87

The number of schools has risen by one and pupils by 15. This is due to the registration last year of the Yamèthin Railway school. The pupils are distributed in the European schools as follows :—

R. C. M. Convent school, Mandalay	68
A. B. M. European Girls' school, Mandalay	8
Railway school, Yamèthin	11
Total ...	87

And in schools to which Natives are also admitted as follows :—

E. W. M. Boys' school, Mandalay	2
R. C. M. Boys' school, Mandalay	3
A. B. M. Boys' school, Mandalay	1
S. P. G. Boys' school, Mandalay	17
All Saints S. P. G. Mixed school, Shwebo	3
S. P. G. Boys' school, Pyinmana	4
R. C. M. Boys' school, Pyinmana	2
A. B. M. Mixed school, Meiktila	1
R. C. M. Mixed school, Kyauksè	3
S. P. G. Mixed school, Myittha, Kyauksè	1
Total ...	37

94. The following statement shows the results of the departmental examinations so far as they concern European students :—

Standard of examination.	Number presented for examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
		Europeans only.		All races.			
	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92
Eighth	2	...	2	...	...	...	2
Seventh	11	4	2	...	4	4	6
Sixth	1	6	...	1	...	7	...
Fifth	9	1	7	2	1	3	8
Fourth	12	7	8	...	1	7	9
Third	10	3	7	4	...	7	7
Second	19	5	10	4	2	9	12
First	17	14	8	3	2	17	10
Total ...	81	40	44	14	10	54	54

95. The following is a statement of the cost of European education in the three schools in Upper Burma which are maintained exclusively for European pupils, the net Government expenditure and the total expenditure being shown separately :—

Head of expenditure.	1890-91.		1891-92.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary	568	1,685	612	4,208
Primary	224	975	226	788
Scholarships	...	...	...	...
Buildings	10,000	10,000	...	..
Furniture and apparatus	...	...	...	...
Miscellaneous	...	...	...	...
Superintendence	...	...	...	...
Total ...	10,792	12,660	838	4,996

The only three pupils who obtained Middle English scholarships last year were Europeans.

96. In the following table particulars are given as to the stages of instruction of the pupils attending the three schools for Europeans only :—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys—Government—English	...	...																		
For boys—Government—Vernacular	...	...																		
For boys—Local fund—English	...	...																		
For boys—Local fund—Vernacular	...	...																		
For boys—Municipal—English	...	...																		
For boys—Municipal—Vernacular	...	...																		
For boys—Native States—English	...	...																		
For boys—Native States—Vernacular	...	...																		
For boys—Aided—English	...	1	11					1	1		1	3	4	3	3	6				4	7	11
For boys—Aided—Vernacular	...	...																		
For boys—Unaided—English	...	...																		
For boys—Unaided—Vernacular	...	...																		
For boys—Total	...	1	11					1	1	1	3	4	3	3	6				4	7	11
For girls—Government—English	...	...																		
For girls—Government—Vernacular	...	...																		
For girls—Local fund—English	...	...																		
For girls—Local fund—Vernacular	...	...																		
For girls—Municipal—English	...	...																		
For girls—Municipal—Vernacular	...	...																		
For girls—Native States—English	...	...																		
For girls—Native States—Vernacular	...	...																		
For girls—Aided—English	...	1	68		3	3	1	11	12	3	13	16	15	22	37				19	49	68
For girls—Aided—Vernacular	...	...																		
For girls—Unaided—English	...	...																		
For girls—Unaided—Vernacular	...	...																		
For girls—Total	...	1	68		3	3	1	11	12	3	13	16	15	22	37				19	49	68
Total Secondary schools	...	2	79		3	3	1	12	13	4	16	20	18	25	43				23	56	79
Primary schools—																				
For boys—Government	...	...																		
For boys—Local fund	...	...																		
For boys—Municipal	...	...																		
For boys—Native States	...	...																		
For boys—Aided	...	...																		
For boys—Unaided	...	...																		
For boys—Total	...	...																		
For girls—Government	...	...																		
For girls—Local fund	...	...																		
For girls—Municipal	...	...																		
For girls—Native States	...	...																		
For girls—Aided	...	1	8							2	2	3	3	6				3	5	8
For girls—Unaided	...	...																		
For girls—Total	...	1	8							2	2	3	3	6				3	5	8
Total Primary schools	...	1	8							2	2	3	3	6				3	5	8
Grand Total	...	3	87		3	3	1	12	13	4	18	22	21	28	49				26	61	87

(*b*) *Mahomedan.*

97. The following table shows the number of Mahomedan schools and the pupils attending them :—

Division.	District.	Number of registered public schools.	Number of pupils.		Total pupils.	Number of private schools.	Number of pupils.		Total pupils.	1891-92.		1890-91.	
			Boys.	Girls.			Boys.	Girls.		Grand total of schools.	Grand total of pupils.	Grand total of schools.	Grand total of pupils.
Northern.	Mandalay ...	1	30	7	37	25	487	154	641	26	678	26	632
	Bhamo ...	...	...	...	...	...	...	...	...	...	...	...	...
	Katha ...	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines ...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo ...	...	...	...	...	2	15	3	18	2	18	...	...
Central.	Ye-u ...	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing ...	...	...	...	...	3	5	11	16	3	16	4	43
	Lower Chindwin ...	...	...	...	...	...	...	...	...	...	...	...	...
	Upper Chindwin ...	...	...	...	...	...	...	...	...	...	...	...	...
Southern.	Myingyan ...	...	...	...	...	1	5	5	10	1	10	1	9
	Pakôkku ...	...	...	...	...	...	...	...	...	...	...	...	...
	Minbu ...	...	...	...	...	...	...	...	...	...	...	...	...
	Magwe ...	...	...	...	...	...	...	...	...	...	...	...	...
Eastern.	Kyauksè ...	...	...	...	...	9	105	2	107	9	107	6	116
	Meiktila ...	...	...	...	...	1	16	...	16	1	16	1	20
	Yamèthin ...	...	...	...	...	2	77	3	80	2	80	3	72
	Pyinmana ...	...	...	...	...	6	108	8	116	6	116	7	113
	Total ...	1	30	7	37	49	818	186	1,004	50	1,041	48	1,005

98. There is an increase of 2 schools and 36 pupils. An Indian Mahomedan school exists at Mandalay and also at Shwebo. At each place it is attached to the new mosque built by the native traders and military police, and is in charge of a mullah brought over from India, who, ignorant of Burmese himself, teaches Urdu and Persian as well as the Koran. All other Mahomedan institutions are Pathi schools, of which only one, Maung Thin's of Mandalay, has acquitted itself satisfactorily in examination during the year. The other Pathi schools in which managers and pupils know only Burmese and to all intents and purposes are Burmans, do little beyond the repetition by heart of a few uncomprehended Arabic verses from the Koran, though some of these schools in Mandalay are making an effort to teach according to departmental requirements.

99. Pathis are found largely in the Eastern division, but the chief Pathi settlement in Upper Burma is the Myedu township of the Shwebo district, where Mahomedans abound in almost every village, while some villages, like Bugyi and Mawdaw, contain only Moslem houses. Almost every village has its mullah, though the schools are few in number, as only the descendants of the mullahs, whose occupation is hereditary, learn to read from Arabic characters. Outside of the township small branch settlements are found, but the people seem to have lost their distinctive nationality. At Kyauktaing and Kyisu, the inhabitants

have lapsed into Buddhism, and so also at Thitseingyi where a deserted mosque stands. It is common to find the Moslem population sending their children to the monastic schools to learn Burmese and supporting the pôngyis. Sometimes the children assume the yellow robe.

The sons of respectable Mahomedans, Zerbadis by birth, are everywhere readily sent to the local English school.

(c) Manipurian.

100. The following table gives the number of Manipurian schools and the pupils attending them :—

Division.	District.	Number of registered public schools.	Number of pupils.		Total pupils.	Number of private schools.	Number of pupils.		Total pupils.	1891-92.		1890-91.	
			Boys.	Girls.			Boys.	Girls.		Grand total of schools.	Grand total of pupils.	Grand total of schools.	Grand total of pupils.
Northern ...	Mandalay ...	2	64	1	65	8	73	5	78	10	143	9	96
Central ...	Sagaing ...	...	...	...	...	2	2	...	2	2	2	2	4
	Total ...	2	64	1	65	10	75	5	80	12	145	11	100

Of the various castes of the Manipuris, the Pônnas alone maintain schools, in which instruction in Hinduism is imparted and printed books in Bengali are used. The Panjika, a sort of Zadkiel's Almanack, by means of which ceremonial days are fixed, is invariably taught by the master, a Brahmin, who occasionally knows a little Sanskrit. The schools lie either in or near the temples—raised generally to Krishna and Radha and known as Takur Ghats—and, when separate buildings, are sometimes, with their low mud walls, earthern floor and children tracing their letters in sand, exact copies of the village school in India. Gautama is accepted as one of their deities, and children are taught to repeat in his honour a few verses from the Dasavatara. Female education is greatly neglected by this race. Some of the oldest Manipuris retain a faint knowledge of their mother-tongue.

(d) Karens.

101. The only Karens in Upper Burma are the Palaing Karens living on the Pyinmana hills and talking a Bghai dialect. They are occupied in growing betel. They all speak Burmese, and mix freely with the Burmans. Many are Buddhists, and some of the villages, owing to the Burmans settled in them, have pôngyi kyaungs. Karens also exist in the Myelat, the inhabitants of Lwèlôn, Mobyè, and Sagwe are largely composed of them. The so-called Karens of the central states are a branch race of the Padaungs, and though the women dress exactly like the Karen women, the vernacular of the tribe is in no way akin to any Karen dialect.

(e) Shans.

102. The Shans or Tais are split up into numerous principalities and tribes. All speak the Shangyi with dialectical differences. Burmese is unknown, save in Taungbaing, where the people are Palaungs, and in Thibaw, Nyaungywe, and the Myelat, where a large element of the population is made up of Danus, Taungthus, and Karens. Owing to the nomadic habits of a number of the people, the backward condition of the hill tribes, and the distinctions of race and dialect, the introduction of the State scheme of education into the Shan States will be a matter of time and of difficulty. Many of the vernaculars now in use cannot obtain departmental recognition. Shan, however, as the leading vernacular cannot be ignored, and into this language it will be necessary to translate text-books for general use. But there is a great de-

mand for the teaching of Burmese. While the pôngyi kyaungs of the majority of the States teach Shan alone, those on the western border, where the people are more Danus or Taungthus than Shans, and where outside of the capital towns the kyaungs mostly lie, are forced to impart some instruction in Burmese, though it often happens that, while pupils are able owing to the similarity of written characters to read with some hesitation Burmese, they are colloquially ignorant of it. Though Burmese influence has waned considerably in the States, Burmese is still the political and commercial language of most of them, and a knowledge of it is essential to the respectable Shan. In some of the frontier States, such as North Theinni, where even the Sawbwa is ignorant of the language, Burmese is utterly unknown. Owing to anarchy and famine, a number of the villages and kyaungs were deserted, and accordingly a knowledge of Burmese is not so common, even with the Chiefs and the traders, as it was when the States were under the Burmese rule. Indeed, owing to the unsettled state of this tract, the general education of the people suffered severely. Now that the people are returning to their old homesteads, the children are still left untaught owing to the population being too poor and scanty to offer inducements to good teachers to settle amongst them.

103. The present condition of education in the States is very elementary. The people have only just settled down, and in their struggle for existence have to impress the manual aid of every member of the family. Not a lay school exists, and female education is entirely neglected. The pôngyis as a class are more than ordinarily ignorant, but are not so proud and prejudiced as in Upper Burma and would readily take up secular education and accept lay teachers. The instruction given by them is purely religious and of a mnemonic character. They have not the slightest objection and are indeed desirous to have vernacular copies of our text-books wherever they are acquainted with Burmese. Few Shans can read or write. Arithmetic is never taught, though some of the priests are acquainted with astrological calculations. In most of the schools the pôngyis know only Shan, and make their pupils learn by rôte a Shan version of a Burmese translation of the Pali religious formulæ in common use. Few priests know Burmese, and fewer still have an acquaintance with the Pareitkyi and the Mingalathôk. Palm leaves are rarely met with, but each kyaung has a stock of coarse-papered large-charactered manuscript books. Scribes, skilled in illumination, occasionally roam from kyaung to kyaung to copy rare manuscripts and to teach their art. These men who are often laymen are always well treated.

104. In the majority of the schools, the pupils do little work beyond acting as servitors to the pôngyi. The fact that nine out of ten koyins are about five years under the minimum age for admission to the novitiate, that they invariably out-number the lay pupils, and that all pupils leave the kyaung at 10 or 11 years of age, shows that the schools are mere nurseries. Few of them have upazins. From this it may be taken that the ecclesiastical profession is not an attractive one.

105. Roughly estimated the Northern and Southern States each contain about 1,200 pôngyi kyaungs. The leading States, from an educational point of view, are Thibaw with 290 kyaungs, Taungbaing with 140 kyaungs, Monè and Kyaingtaung with 125, Maukmè with 70, and Maingkaing with 60. The Myelat States aggregate 281 kyaungs. Pôngyis from Kaingtung and Chiengmai are beginning to settle themselves in the Eastern States.

106. The Superintendents of the Northern and Southern States are strongly in favour of the establishment at Lashio and at Fort Stedman respectively of an Anglo-Vernacular Primary boarding school for the education of the sons of the Chiefs and the leading officials and merchants, who alone as yet can afford to pay for the education of their children and whose children are every whit as illiterate as those of the populace. For the present it may be said the masses cannot pay for education, have not much time or inclination for it, and can earn their living without it. Were the new system of instruction brought directly to their notice, however, it is probable their views would undergo a change, the more so as every pôngyi would be glad of the chance of having books and an assistant teacher to attract and retain pupils and to earn grants.

107. At Thibaw the Revd. M. Kirkpatrick, M.D., of the American Baptist Mission, has opened a school, the Sawbwa not only providing a site and timber for the building, but also constructing a Mission hospital. The school contains 10 boys and 3 girls, and the Sawbwa, an enlightened ruler, who has sent his two sons to England for their education, is inducing his amatgyis to send their children to the school. Each pupil pays a fee of 8 annas. Instruction is given in Shan, Burmese, and arithmetic, and also in Christian doctrine. One female and two male Karen catechists, acquainted with both Shan and Burmese, assist in the work of teaching. A similar school has been opened at Monè by the Revd. W. Griggs, M.D., of the same Mission. Twelve boys and two girls are in attendance. The assistant teacher is a Shan who has been trained at the Rangoon Baptist College. The school has received some support from the Sawbwas of Maingpun and Maukmè. Both schools show that the people are bound to follow in the wake of their leaders.

108. It may be added that Shan villages are to be met with in the Minbu district and in the Eastern division, particularly in the Yamèthin district. They are mostly situated on the trade routes though some lie in the jungle where the inhabitants are engaged in cutch-boiling or in forest work. These Shans know Burmese and support Burman pôngyis and associate with other races very freely.

109. Mr. Wells made a very thorough tour in the Shan country and sent in a very full, interesting, and instructive report. I only regret space does not allow of my giving it *in extenso*.

This whole section on the education of special classes is his entirely. It will be seen that he has taken special pains to study them.

(*f*) *Kachins.*

110. The Kachins occupy the undemarcated northern frontier of Burma working their way as occasional traders or carriers in jade, India-rubber, mats and farm produce to Homalin and Mogaung and settling as cultivators in the high lands of Bhamo, Taungbaing, and North Theinni. Their *lingua franca* is the Chinpaw dialect, but each tribe has its own patois; for instance, the *Mulu* rules in North Theinni and the *Kauri* near Bhamo. The Kachins have no written language, no priests and no kyaungs, and are usually unacquainted with Burmese. Like all the frontier races their religion consists in making propitiatory offerings of food, fruit, and flowers to various malignant spirits, and each village has at its entrance a modest altar for the deposit of oblations. The villages lie on mountain slopes, and each contains from 6 to 20 low-roofed houses of mat and thatch, holding half-a-dozen families apiece and including a general "bachelors'" house, and are all overrun with pigs and poultry. Cash is scarce with them, and, as with the Chins, trade is conducted by means of barter.

111. The American Baptist Mission Kachin Mixed school at Bhamo maintains a steady progress. It has advanced from the 3rd to the 4th standard; and the number on the rolls has risen from 51 to 63 (41 boys and 22 girls), of whom 39 boys and 18 girls are boarders. Excepting two Karens and one Shan, all the scholars are Kachins. Thirty-nine were presented for examination and 35 passed. At the provincial vernacular 4th standard examination a Kachin girl was 11th in order of merit of the 62 Upper Burma passed candidates, while all of the Kachin examinees were superior to the others in the subject of geography. The pupils in this school did better in Burmese at the last awarding inspection than the year before, but their pronunciation is still a little defective. Their singing is surprisingly good. The Kachins indeed resemble the Karens in their adaptability for training in music. The Revd. O. Hanson, the Superintendent of the Baptist Mission at Bhamo, has now completed his grammar and dictionary of the Chinpaw language.

112. Nampa near Bhamo is a missionary Kachin village. The missionaries at Bhamo have secured a large tract of land free of taxation for a certain period and have settled there their converts, who thus obtain solid advantages in return for their conversion and attract by their prosperity other straggling Kachin highlanders to the flourishing Christian village in the plains. The Karen catechists from Bassein have been fairly successful with the Kauri Kachins, and their efforts

will receive material support from the Kachin youths at present under training. The Roman Catholic Mission has established a small Christian Kachin village at Nankeitpa near Bhamo, where a vernacular school in which Burmese is taught has been opened.

113. Trained teachers have been placed at Bhamo and Mogaung with special injunctions to acquire a colloquial knowledge of the local Kachin dialect and to train young Kachin pupils for future use as departmental teachers in their native village. A Kachin teacher is a *sine quâ non*. A teacher of any other nationality would not be very successful in breaking new ground. Though the Karen Catechists have made way with the Kauri or lowland Kachins the upland or Chinpaw Kachins would have nothing to do with them.

(*g*) *Chins.*

114. To the ordinary traveller in the Chindwin districts the Chins are conspicuous by their absence. They lie right off the beaten tracks of administration and remain undisturbed and in their primitive savagery in the wild region of hill and jungle stretching away south of Manipur between the Manipur and Myittha rivers on the east and the Tipperah and Arakan Hill Tracts on the west down to the Yaw country in the southern limits of the upper province. Clans of Chins wander off in Tartar fashion still further south along the Arakan Yomas until they reach their educational terminus in the American Baptist Mission Chin school, Sandoway. South of Manipur are congregated the Kanhaw, Siyin, and Sagyilaing tribes under the surveillance of the military post at Tamu. The Tashon tribe occupies the Kubo valley and has some pretence to civilization.

115. South of them come the Baungshès made up of the Haka, Tlangtlang, and Yokwa tribes and watched over by the Haka garrison, and further south again near the source of the Myittha river the Welaungs, an offshoot tribe. In the dense scrub of the Yaw country another branch tribe, the Chinbôks, dwell. The Yindus occupy the north-west and west of the Minbu district, and to the south of them come the Chinbôns. The Chinbôns and Yindus, as may be expected, having constant intercourse with the Burmans on their east and with the Arakanese on the west, are of mixed origin and resemble the Burmans in habits and features far more than the Chins proper. In fact, both Chinbôns and Yindus claim to have come originally from the neighbourhood of Mount Popa. Other small tribes exist, such as the Settus and Myauks of the Aeng Pass, and are found as far south as the Mindôn township of the Thayetmyo district.

116. Each little Chin State has usually its own dialect, but the Tashon language prevails in the north and the Chinmè in the south. There is no written language. The people worship nats, and, excepting the Tlangbwè or sacrificial priest, there are no monks and accordingly no schools. As tribal quarrels and raids are now discontinued, it is proposed to open Chin indigenous schools in the current year at Kan and Tamu.

117. The Wesleyan missionaries visited Laungshè last year with the intention of starting a small vernacular school there. Two of the Roman Catholic missionaries visited Haka with the object of starting a Chin mission in the north, but they left Haka, and have now joined the Reverend Father Laurent at Kyonkyi, near Gangaw, where some of the Chins have already been converted to Christianity and a small school has been opened.

(*h*) *Chinese.*

118. Though the Chinaman permeates Burma, there are only two Chinese schools, both situated in Mandalay, managed by teachers imported from Momein, and maintained by the Yünnanese traders of the quarter. One was established in 1890 and the other in 1891. They are open to boys alone, and contain respectively 12 and 11 pupils, the majority of whom are pure Chinese. The Amoy Chinese is the sole subject of instruction. Rich Chinamen often send their sons to the Straits or to China for their education, but, when of semi-Burmese parentage, the boys usually attend the indigenous schools and occasionally proceed to the English school. As a rule the girls receive little education, but numbers of them are found in the indigenous lay schools in the large towns, and, as they are invariably bright, it is a great pity that their education is so neglected.

(i) Others.

119. Some branch races of Shans exist. In the north of the States live the Chinese or Mow Shans so called from the habitat of the tribe.

The mixed race, half Shan and half Burmese, is, roughly speaking, called Danu when Burmese is its vernacular and Kadu when Shan is the language of the household. The Danus are found along the Western frontier of the States and in the Mandalay district. The Kadus occupied the northern part of Upper Burma from the Upper Chindwin across to Bhamo. The former are nearly always half Shan, and are sub-divided into Danus proper when the mother is Burmese and Danats when the mother is Shan. But the Kadus are in many cases half Kachin. While the Kadus of the north preserve their original language and in some of the kyaungs of the Upper Chindwin have Kadu manuscripts, though elsewhere, as in Katha and Bhamo, Burmese is their colloquial abroad, the Danus of the south talk Burmese and sometimes Shan as well, learn Burmese in the pôngyi kyaungs, and know next to nothing of their own vernacular, the Yin dialect.

120. Another branch of the aboriginal Yin (Môn-Annamese) race of the Shan marches between China and Burma, connected with the return up the Salween from Thatôn on the cessation of the Chinese irruption and the consolidation of the north as a Shan kingdom, are the Palaungs or Tasorus, who are divided into six clans and live mostly in the hilly tea-growing region of Taungbaing. They have a few kyaungs, in which Shan is taught, but combine demonology with Buddhism. The cultivators know no language besides their own unrecorded patois. The officials and traders are well acquainted with Burmese and Shan, and, owing to the political and commercial relations of the State, all documents are written in Burmese.

121. The Lishaws are found in Taungbaing, Momeit, and the Ruby Mines district. They are of Yünnanese origin, connected with the Lesus of Szuchuan, and resemble the Panthès in their general appearance. They speak a Chinese dialect, are nat worshippers, and are quite uneducated. Their chief occupation is vegetable-growing.

122. The Las and Was lie in Somu and Kangseu to the east of the States proper: the former have a few kyaungs in which a mongrel Shan is taught. The Panthès are settled in Kunlôn and Panglôn: they merely move as muleteers and pedlars between their new colony and Mandalay, Mogôk, and Bhamo. Besides their Yünnanese dialect, they know Shan, but not Burmese. In North Theinni emigrants from Kaingtôn, the Musos, are to be met with.

123. Only the Shans, Kachins, and Palaungs of the races that have not as yet come under the educational organization of the State, need for the present be considered. The other races require either instruction in the elements of civilization or specific administration. Now that the country is being treated as a whole and is thus undergoing amalgamation, the minor tribes are being rapidly absorbed, and, as regards the others, a common and widespread system of education should go far towards the formation of a united nation.

SECTION IX.

PRIVATE SCHOOLS.

124. The following are the statistics for these institutions for the past two years :—

Division.	District.	Total schools in 1890-91.	Schools, 1891-92.					Total schools, 1891-92.	Total pupils, 1890-91.		Pupils, 1891-92.										Total pupils, 1891-92.	
			Burmese.	Mahomedan.	Manipurian.	Chinese.	Tamil.		Boys.	Girls.	Burmese.		Mahomedan.		Manipurian.		Chinese.		Tamil.		Boys.	Girls.
											Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
NORTHERN	Mandalay ...	892	675	25	8	2	1	711	4,112	328	1,774	72	487	154	73	5	23	...	15	...	2,372	231
	Bhamo ...	8	14	...	...	...	...	14	29	...	41	...	...	...	...	...	...	...	...	...	41	...
	Katha ...	14	19	...	...	...	...	19	29	...	61	...	...	...	...	...	...	...	...	...	61	...
	Ruby Mines ...	4	3	...	...	...	...	3	6	...	11	...	...	...	...	...	...	...	...	...	11	...
	Shwebo ...	150	134	2	...	...	...	136	478	3	301	4	15	3	...	...	...	...	...	...	316	7
CENTRAL ...	Ye-u ...	124	131	...	...	...	...	131	438	...	415	...	...	...	...	...	...	...	...	...	415	...
	Sagaing ...	170	174	3	2	...	...	179	605	7	479	6	5	11	2	...	...	...	...	...	486	17
	Lower Chindwin ...	64	308	...	...	...	...	308	238	5	1,916	18	...	...	...	...	...	...	...	...	1,916	18
	Upper Chindwin ...	11	141	...	...	...	...	141	41	...	857	8	...	...	...	...	...	...	...	...	857	8
SOUTHERN	Myingyan ...	101	138	1	...	...	...	139	316	6	470	10	5	5	...	...	...	...	...	...	475	15
	Pakôkku ...	129	143	...	...	...	...	143	427	21	489	24	...	...	...	...	...	...	...	...	489	24
	Minbu ...	179	198	...	...	...	...	198	781	48	859	53	...	...	...	...	...	...	...	...	859	53
	Magwe ...	103	107	...	...	...	...	107	433	14	656	3	...	...	...	...	...	...	...	...	656	3
EASTERN ...	Kyaukse ...	148	153	9	...	...	...	162	470	23	462	9	105	2	...	...	...	...	...	...	567	11
	Meiktila ...	13	19	1	...	...	...	20	48	...	44	...	16	...	...	...	...	...	...	...	60	...
	Yamethin ...	15	23	2	...	...	...	25	101	7	68	...	77	3	...	...	...	...	...	...	145	3
	Pyinmana ...	31	16	6	...	...	...	22	166	12	42	3	108	8	...	...	...	...	...	...	150	11
	Total ...	2,156	2,396	49	10	2	1	2,458	8,718	474	8,945	210	818	186	75	5	23	...	15	...	9,876	401
Total for 1890-91		...	2,099	47	9	1	...	2,156	...	...	7,907	264	759	210	40	...	12	...	...	...	8,718	474
Increase		...	297	2	1	1	1	302	...	...	1,038	...	59	...	35	5	11	...	15	...	1,158	...
Decrease		...	...	...	...	...	...	...	...	...	...	54	...	24	...	...	...	...	...	...	...	73

There is a gross increase of 302 schools and 1,085 pupils. This is due to the more detailed inspection that there was during the last year, and, as the interior of each district is more closely explored each year, the increase should continue, despite the transfer of schools from the private to the public register on their improvement. There are no Anglo-Vernacular and no Kachin or Chin private schools, while the Shan schools are not included in the returns for 1891-92. There is an increase under Burmese of 297 schools and 984 pupils, under Mahomedan of two schools and 35 pupils, under Manipurian of one school and 40 pupils, under Chinese of one school and 11 pupils, and under Tamil of one school and 15 pupils. The increase is most marked in the Upper and Lower Chindwin districts, in which alone, of all the districts in Upper Burma, it was found necessary, owing to the effects of famine and to the backwardness of managers, to re-classify as private schools last year a number of the public schools of the year preceding.

125. The following is a statement of the Vernacular Mission schools at work in Upper Burma :—

District.	Locality.	Name of school.	Pupils.		Grade of school.
			Boys.	Girls.	
Mandalay ...	Town ...	E. W. M. Boys' school (1)	27	9	I
Do. ...	Do. ...	E. W. M. Girls' school (2)	...	20	I
Do. ...	Do. ...	R. C. M. Tamil school	15	...	II
Do. ...	Do. ...	R. C. M. Burmese orphanage	25	45	III
Do. ...	Do. ...	R. C. M. Girls' school	40	...	I
Do. ...	Do. ...	R. C. M. Boys' school	20	...	II
Do. ...	Aungpinlè ...	E. W. M. Mixed school	2	5	II
Do. ...	Do. ...	A. B. M. Mixed school	3	5	II
Do. ...	Madaya ...	S. P. G. Mixed school	8	4	II
Sagaing ...	Nabet ...	R. C. M. Mixed school	24	17	II
Do. ...	Chaungu ...	R. M. C. Mixed school	13	15	II
Shwebo ...	Town ...	S. P. G. Girls' school	...	5	I
Do. ...	Kyaukmyaung	S. P. G. Boys' school	3	...	II
Do. ...	Mônhla ...	R. C. M. Mixed school	9	5	II
Ye-u ...	Town ...	R. C. M. Mixed school	4	4	II
Do. ...	Chanthaywa ...	R. C. M. Mixed school	3	9	II
Do. ...	Chaungyu ...	R. C. M. Mixed school	8	6	II
Bhamo ...	Town ...	A. B. M. Kachin Mixed school (2)	41	22	I
Pakôkku ...	Do. ...	E. W. M. Girls' school (2)	...	15	I
Do. ...	Do. ...	E. W. M. Mixed school (3)	16	2	I
Do. ...	Kandaw quarter	E. W. M. Mixed school	18	6	III
Lower Chindwin	Mônywa ...	R. C. M. Mixed school	4	2	II
Kyauksè ...	Zigôn ...	R. C. M. Mixed school	4	...	II
Do. ...	Kyanthagôn ...	R. C. M. Mixed school	16	7	II
Do. ...	Myittha ...	A. B. M. Mixed school	8	4	I
Pyinmana ...	Town ...	A. B. M. Mixed school	3	9	I
Shan States ...	Thibaw ...	A. B. M. Mixed school	10	8	I
Do. ...	Monè ...	A. B. M. Mixed school	12	2	I

(1) Aided with a certificated master. | (2) Aided with a certificated mistress. | (3) Aided with a probationary master.

126. The R. C. M. school at Amyen, Sagaing district, was closed last year on the transfer of the Missionary to Mônywa, and the S. P. G. school, Madaya, and the Mission school at Myittha were changed from Anglo-Vernacular into Vernacular institutions. The number of schools shows therefore an increase of 16. Four of them, it may be noted, are placed in charge of catechists who were formerly pôngyis. Omitting the Tamil, the Kachin, and the two Shan schools, all are Burmese, though those in the Shwebo, Ye-u, and Sagaing districts are attended by children of Burmo-Portuguese descent, resident in the Catholic villages. Almost all of the schools have boarders and free pupils adopted by the Mission.

127 The grades into which the Burmese schools are divided signify (i) those schools under good native teachers and that teach according to the standards, (ii) those that teach somewhat desultorily reading and writing in Burmese and a

little arithmetic, and (iii) those that teach nothing beyond a catechism in the vernacular. The schools of the first two grades were all examined by inspecting officers last year.

Most of the schools are left to the care of a catechist, who as a rule confines his instructions to Biblical narrative and doctrine, and rarely troubles himself about teaching arithmetic. The missionary has usually no time to give to the school, especially when it lies some distance from his headquarters. It is disappointing to find that so few of these institutions have qualified themselves for public recognition as was expected last year. The missions have no funds available to meet half-salaries for certificated teachers, and the catechists, though serviceable preachers, are not equally serviceable teachers. It is hoped that, under the probationership system, promising passed pupils from the Mission English schools may be got to take up work, aided by the Department, in the branch vernacular schools. These schools serve a useful purpose. Not only are they Sunday schools for the children of converts, but they are beginning to act as 'feeders' to the English schools. They help to train the catechists and teachers of the future as well as to extend the native congregation. New vernacular schools are to be opened in the current year at Mônywa by the Wesleyans, at Magwe by the Baptists, and at Yamèthin and Bhamo by the Roman Catholics.

128. Some consternation was created during the year amongst the managers of Burmese lay schools by the issue of a circular to all District Officers to decline exemption from payment of thathameda or other taxes to any lay manager whose name was not included in a list of managers of lay schools fulfilling the conditions prescribed in paragraph 56, section V, page 97, of the Education Code.

129. It was ascertained that payment of thathameda had been remitted to many managers of petty lay schools, who used their schools, which were educationally worthless and which they at times entirely neglected, as a blind for escaping payment of a tax rateable in their case, judging from the flourishing business they carried on as doctors, tailors, and in some instances even as money-lenders, at not less than Rs. 30 or Rs. 40 a year. It is believed that, by summarily squashing such attempts at scholastic imposture, some thousands of rupees have accrued to provincial funds. This will entail no hardship on managers. If a manager levies school-fees, he will be able to meet his rates out of them; if he gives gratuitous instruction, then he can well expect the parents of pupils to conjointly contribute the amount at which he is rated. In their own interests as well as in those of education generally, managers will be impelled to set to work in earnest and bring their schools up to the proper pitch.

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

130. Every public school in Upper Burma has now a fair supply of educational literature. In the year under report books to the value of Rs. 600 were gratuitously distributed by the Deputy Inspectors, while Rs. 3,000 worth of text-books, maps, and school apparatus were given in part payment of results-grants. In addition, copies of the vernacular edition of Gray's History of the Alaungpra Dynasty, of Bell's Government of India, and of Adams's wall map of Burma were presented to those managers who were found to have made good use of the books and apparatus previously given to them.

131. As each Deputy Inspector acts as agent for the Baptist Mission Press in his sub-circle, there was no chance of the supply of books and apparatus failing.

132. It was found necessary to insist on the ample equipment of schools, as an erroneous idea prevailed during the early part of the year that, whether indigenous schools were good or bad, they were all to be impartially subsidized by Government, as was customary under the Burmese *regime*. Many managers were found to have expended the grants obtained in 1890-91 not so much on their schools as on themselves, and indeed a few pôngyis evidently considered

their little luxuries of more moment than the development of their kyaungs, and in particular were either averse to the purchase of arithmetics or imagined that an amalgameted class of 40 boys could, with a single copy of Stilson's text between them, study arithmetic both in and out of school without difficulty. Other pôngyis behaved generously but scarcely with prudence in apportioning the whole of the grant in rewards to their pupils. As, however, most managers cannot possibly follow the new system of education without having text-books to instruct and guide them, and as many parents are too poor or too ignorant to buy a complete set of them for their children who have then to look forward to the school having a supply for their use, steps were taken to ensure all indigenous institutions being properly provided with both books and apparatus. Managers now understand that, once their schools are suitably and permanently equipped, greater progress can be made, larger grants can be earned, and the means thus provided to permit of their expending the annual grant-in-aid at their free will in rewards, in conventional works of merit, or otherwise. It may be added that in most cases so readily have books been bought, that their free distribution will in future be discontinued. A few monks have refused to accept books under orders from their ecclesiastical superiors, and a few others, who have taken our books, have let them lie unused in the manuscript chest owing to their indolence. But with most managers, monastic as well as lay, there is a great demand for Gray's Burmese and Pali Grammatical Primers, the new Third and Fourth Standard Burmese Readers, and Stilson's Arithmetic. Lonsdale's school management and the map of the world in Burmese characters are also appreciated. We have had no difficulty in getting managers to keep the admission and attendance registers and the visitors' books that have been introduced into native schools; and it may be said that all pupils in the schools that have reached the 2nd standard are now provided with a Burmese reader and grammar, an arithmetic, exercise-books, and a slate. Printed books are rapidly superseding the use of manuscripts.

133. A school text-book library was opened during the year containing 200 books. Managers are thus able, prior to supplying their schools, to see copies of the various texts prescribed or recommended for use as well as a varied assortment of school appliances. The formation of the library has been brought to the notice of publishers at home, many of whom have sent for deposit sample copies of their scholastic publications. Two school libraries were started on a small scale.

134. In the large schools, and particularly where there are boarders, managers should obtain a supply of books and stationery at wholesale prices and retail them as cheaply as they can to their pupils. At present all text-books have to be ordered from Rangoon, and in some cases from Calcutta. On the formation of a new class, considerable delay occurs before all the pupils are properly supplied with books, as parents are occasionally somewhat slothful in expending money on this account and ordering a supply; and at no time is there any uniformity in respect of the copy-books and other exercise-books in use in the class.

135. Some attempt will shortly be made to introduce English readers dealing with events and scenes connected with the East rather than with the West. The young oriental student has little personal interest in extracts describing the seasons in England or the petty episodes of home country-life, and words such as 'Parlour,' 'Robin Redbreast,' 'Village green,' and 'Christmas waits' not only confound him, but are not of much practical use to him.

SECTION XI.

Recommendations of the Education Commission.

136. These have as usual been followed.

Conclusion.

137. It is satisfactory to note that, by the removal of the offices of the Inspector and the two Deputy Inspectors in Mandalay from the dilapidated Old Residency to the Deputy Commissioner's Court-house, it has been possible to transact work with greater convenience and despatch.

138. Much assistance has been rendered to Educational officers by the District and Subdivisional authorities, whose interest in and co-operation with the work of the Department was last year very noticeable. All have given cordial support, but we are under special obligations to Mr. K. G. Burne, Mr. B. K. S. McDermott, Mr. R. C. Stevenson, Major G. S. Eyre, and Mr. E. C. S. George, who have visited schools and done much to enlist the sympathies of monastic managers with the aims of the Department.

139. The report may seem too minute and full, but I find it difficult to compress. I have had to leave out a great deal from Mr. Wells's report that is very interesting and instructive. The British administration of Upper Burma is of recent origin, and as instruction here is not only in an elementary stage, but has many novel points about it, it is desirable, I think, that the work of the department should be reported on as fully as possible for the information and guidance of both Educational and Executive officers.

It forms a ready means of information to them and is a great help to them in supervising and encouraging education and in carrying out the policy of the Government.

The mere list of schools furnished each year is of little use to them.

I would further point out that it is very useful to school-managers as it shows them the lines they are required to work upon. It forms a useful annual supplement to the 'Code.'

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

LOWER BURMA APPENDICES.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma for the year 1891-92.*

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,627	Towns ... 36 Villages ... 17,752 Total ... 17,788	Males ... 2,462,296 Females 2,196,331 Total ... 4,658,627	Institutions ... For males ...	1	...	68	2,625	2	13	2,709	...	3,349	6,058	Institutions to number of towns and villages ... 34·56	
			Institutions ... For females	...	...	20	50	2	1	73	...	17	90		
			Institutions ... Total ...	1	...	88	2,675	4	14	2,782	...	3,366	6,148	34·56	
			Scholars ... Males ...	42	...	8,460	67,219	63	349	76,133	...	40,350	116,483	Male scholars to male population of school-going age ... 31·54	
			Scholars ... Females ...	2	...	1,813	12,387	21	23	14,246	...	1,959	16,205	Female scholars to female population of school-going age ... 4·92	
			Scholars ... Total ...	44	...	10,273	79,606	84	372	90,379	...	42,309	1,32,688		

GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the year 1891-92.*

(For details, see General Table IV.)

1	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... { For males	42,781	...	3,36,181	1,80,779	19,516	27,326	6,06,583	...	25,979	78,397	20,910	79,818	7,880	69,678	2,82,662	9,87,567	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 30·66
For females	...	...	87,042	6,514	4,144	622	98,322										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction. 13·92
Total ...	42,781	...	4,23,223	1,87,293	23,660	27,948	7,04,905	...	25,979	78,397	20,910	79,818	7,880	69,678	2,82,662	9,87,567	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction. 21·66
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to *total* provincial expenditure on public instruction ...	13·31	...	21·41	1·62	7·80	4·21	48·35	...	8·58	11·54	4·69	10·41	0·25	16·18	51·65	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction. 17·15
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	1·11	73·94	...	...	75·05	...	...	23·52	0·98	0·34	0·11	...	24·95	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 16·61
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	48·19	29·06	...	...	77·25	...	...	5·20	2·51	7·74	0·29	7·01	22·75	100	Total ... 100
(*d*)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	4·33	...	42·85	18·96	2·40	2·83	71·37	...	2·63	7·94	2·12	8·08	0·80	7·06	28·63	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. { Cost to provincial revenues ...	895 5 8	...	26 13 4	31 10 0	281 1 2	34 6 7	70 6 8										
Cost to local and municipal funds.	...	...	...	...	...	...	...										
Total cost ...	950 11 0	...	60 9 8	31 10 0	281 10 8	48 10 1	96 9 4										
Local fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	5 15 2	...	...	...	5 10 8										
Cost to municipal funds ...	...	...	31 14 0	31 1 3	...	...	34 11 1										
Total cost ...	...	...	57 2 8	44 3 10	...	...	56 8 10										
Institutions in Native States { Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ...	...	...	3 11 10	0 0 9	...	33 9 2	0 10 3										
Cost to local and municipal funds	...	...	4 4 9	3 12 8	...	...	3 13 10										
Total cost ...	...	...	33 6 8	4 3 11	...	210 3 8	8 13 7										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	895 5 8	...	6 3 5	0 1 0	281 1 1	34 4 5	1 9 11										
Cost to local and municipal funds	...	...	10 0 4	2 0 11	...	...	2 15 6										
Total cost ...	950 11 0	...	40 8 10	2 5 8	281 10 8	75 2 1	7 12 8										

GENERAL TABLE. III.—*Return of Colleges, Schools and*

Class of Institution.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	44	45	42	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	44	45	42	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools — English	2	907	918	742	3	652	649	540	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle do. — English	...	...	...	...	14	1,125	1,329	946	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — High schools — English	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle do. — English	...	...	...	...	1	120	106	84	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	907	918	742	18	1,897	2,084	1,570	...	...	...	...
Primary Schools.												
SCHOOL EDUCATION, GENERAL. For boys	2	91	93	72	3	100	104	88	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	91	93	72	3	100	104	88	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	63	57	47	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	2	21	27	24	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	12	295	311	251	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total	16	379	395	322	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	21	1,421	1,451	1,178	21	1,997	2,188	1,658	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standard ... ...

Scholars in Lower Burma for the year 1891-92.

Under private management.								Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning.			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Aided by Government, or by Local Funds or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	1	44	44	35	...	11	...	1	...	32	2	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	44	44	35	...	11	...	1	...	32	2	...	
6	1,839	1,818	1,528	...	...	...	...	11	3,398	3,398	85	3,221	503	433	84	197	2,091	67	...	
21	2,504	2,603	2,157	...	...	...	...	35	3,620	3,623	...	2,889	133	952	489	271	1,784	291	...	
22	1,579	1,579	1,579	...	...	...	...	22	1,579	441	483	1,442	...	645	4	31	899	281	...	
4	547	466	438	...	...	...	...	4	547	547	...	375	518	15	...	...	14	...	91	
8	450	452	399	...	...	...	...	9	570	570	...	509	273	43	1	3	250	...	199	
7	550	517	503	...	...	...	...	7	550	...	37	550	1	327	3	41	178	...	203	
68	7,469	7,435	6,604	...	...	...	...	88	10,273	8,579	605	8,986	1,518	2,415	581	543	5,216	639	493	
1,029	40,576	40,498	40,315	1,591	36,776	36,776	36,776	2,625	77,543	3,204	28,651	75,775	60	9,112	138	875	67,358	11,385	...	
39	1,849	1,849	1,849	11	214	214	214	50	2,063	21	469	1,997	29	238	25	57	1,714	...	1,061	
1,068	42,425	42,337	42,164	1,602	36,990	36,990	36,990	2,675	79,606	3,225	29,130	77,772	89	9,350	163	932	69,072	11,385	1,061	
...	...	...	...	...	...	...	...	2	63	13	...	50	...	7	...	17	39	...	...	
...	...	...	...	...	...	...	...	2	21	...	...	21	...	19	...	...	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	12	295	32	...	263	32	3	...	4	256	...	...	
1	18	29	16	...	...	...	...	1	18	8	...	8	1	4	...	...	13	...	...	
1	59	32	30	...	...	...	...	1	59	59	...	...	59	...	...	...	...	...	23	
2	77	61	46	...	...	...	...	18	456	112	...	342	92	33	...	21	310	...	23	
1,138	49,971	49,833	48,814	1,602	36,990	36,990	36,990	2,782	90,379	8,960	29,770	87,100	1,710	11,798	745	1,496	74,630	12,026	1,577	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
							For boys	3,132	39,215	5	17,561	34,916	...	...	...	...	14	39,201	1,402	...
							„ girls	17	283	...	78	283	...	...	...	...	...	283	...	105
							For boys	217	2,811	...	2,269	537	...	...	31	2,662	118	379	...	
							„ girls	...	...	...	...	...	...	...	...	...	...	...	...	...
							For boys	...	...	...	...	...	...	...	...	...	...	...	...	...
							„ girls	...	...	...	...	...	...	...	...	...	...	...	...	...
						Total	...	3,366	42,309	5	19,908	35,736	...	...	31	2,676	30,602	1,781	105	
						Grand Total	...	6,148	132,688	8,965	49,678	122,836	1,710	11,798	776	4,172	114,232	13,807	1,682	

GENERAL TABLE IV.—*Return of Expenditure*

PUBLIC INSTI

Objects of expenditure.	UNDER PUBLIC MANAGEMENT.																
	Managed by Government.							*Managed by Local Funds and Municipal Boards.*							*Maintained by*		
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. *Arts Colleges.*																		
English	40,291	...	...	2,490	...	...	42,781	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	40,291	...	...	2,490	...	...	42,781	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*																		
For boys. High schools	24,632	...	...	31,004	...	...	55,636	...	...	28,076	14,617	...	...	42,693	...	...	...	...
For boys. Middle schools English ...	...	...	...	...	...	...	...	12,397	...	41,095	18,107	...	...	71,599	...	...	...	...
For boys. Middle schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls. Middle schools English ...	...	...	...	...	...	...	...	...	...	3,508	1,340	...	...	4,848	...	...	...	...
For girls. Middle schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	24,632	...	...	31,004	...	...	55,636	12,397	...	72,679	34,064	...	...	1,19,140	...	...	...	...
Primary Schools.																		
For boys	2,941	...	...	...	...	...	2,941	...	...	3,232	1,369	...	...	4,601	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2,941	...	...	...	...	...	2,941	...	...	3,232	1,369	...	...	4,601	...	...	...	...
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*																		
Training schools for masters ...	19,516	...	...	...	...	...	19,516	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	4,094	...	...	50	...	...	4,144	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	10,702	...	...	4,422	...	...	15,124	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	34,312	...	...	4,472	...	...	38,784	...	...	...	...	...	...	...	...	...	...	...
Buildings	9,008	...	...	...	...	...	9,008	...	467	13,047	...	...	...	13,514	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	606	...	...	...	606	...	...	...	...
Total ...	9,008	...	...	...	...	...	9,008	...	467	13,653	...	...	...	14,120	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,11,184	...	...	37,966	...	...	1,49,150	12,397	467	89,564	35,433	...	...	1,37,861	...	...	...	...

on Public Instruction in Lower Burma for the year 1891-92.

TUTIONS.

Native States.			Under private management.											Total expenditure from					
			Aided by Government or by Local Funds or Municipal Boards.							Unaided.									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,291	...	...	2,490	...	42,781
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,291	...	...	2,490	...	42,781
...	...	...	8,667	...	10,171	29,628	6,457	19,816	74,739	...	...	...	...	33,299	...	38,247	75,249	26,273	1,73,068
...	...	...	4,452	...	10,234	30,974	16,065	24,975	86,700	...	...	...	...	16,849	...	51,329	49,081	41,040	1,58,299
...	...	...	496	1,472	2,846	...	...	...	4,814	...	...	...	...	496	1,472	2,846	...	...	4,814
...	...	...	6,952	...	3,675	17,538	874	5,640	34,679	...	...	...	...	6,952	...	3,675	17,538	6,514	34,679
...	...	...	4,184	...	1,279	8,006	2,253	19,120	34,842	...	...	...	...	4,184	...	4,787	9,346	21,373	39,690
...	...	...	3,058	56	2,202	882	...	6,475	12,673	...	...	...	...	3,058	56	2,202	882	6,475	12,673
...	...	...	27,809	1,528	30,407	87,028	25,649	76,026	2,48,447	...	...	...	...	64,838	1,528	1,09,086	1,52,096	1,01,675	4,29,223
...	...	...	1,012	1,00,470	56,445	8,345	1,223	5,742	1,73,237	...	...	...	...	3,953	1,00,470	59,677	9,714	6,965	1,80,779
...	...	...	971	1,162	2,482	...	...	1,899	6,514	...	...	...	...	971	1,162	2,482	...	1,899	6,514
...	...	...	1,983	1,01,632	58,927	8,345	1,223	7,641	1,79,751	...	...	...	...	4,924	1,01,632	62,159	9,714	8,864	1,87,293
...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,516	...	...	...	...	19,716
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,094	...	...	50	...	4,144
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,702	...	...	4,422	...	17,124
...	...	...	2,048	...	...	...	...	10,154	12,202	...	...	...	...	2,048	...	...	...	10,154	12,202
...	...	...	...	...	...	580	42	...	622	...	...	...	...	...	...	...	580	42	622
...	...	...	2,048	...	...	580	42	10,154	12,824	...	...	...	...	36,360	...	...	5,052	10,196	51,608
...	...	...	22,500	...	3,501	...	...	31,295	57,296	...	...	...	...	31,508	467	16,548	...	31,295	79,818
...	...	...	758	150	...	...	...	6,366	7,274	...	...	...	...	758	150	606	...	6,366	7,880
...	...	...	23,258	150	3,501	...	...	37,661	64,570	...	...	...	...	32,266	617	17,154	...	37,661	87,698
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,979	...	...	...	...	25,979
...	...	...	...	...	...	...	...	...	...	...	...	...	...	34,945	32,323	11,129	...	...	78,397
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,132	...	...	...	...	4,132
...	...	...	...	...	...	...	...	...	...	...	...	...	...	540	...	...	...	...	540
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,656	...	5,372	...	...	10,028
...	...	...	...	...	...	...	...	...	...	...	...	...	...	48	1,318	...	...	...	1,366
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,514	...	...	...	...	4,514
...	...	...	...	...	...	...	...	...	...	...	...	...	...	48,999	...	15,009	...	5,670	69,678
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,24,113	33,671	31,510	...	5,670	1,94,964
...	...	...	55,098	1,03,310	92,835	95,953	26,914	1,31,482	5,05,592	...	...	...	...	3,02,792	1,37,448	2,13,909	1,69,352	1,64,066	9,87,567

GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Lower Burma for the year 1891-92.*

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys — Government — English	2	907	78	...	78	366	...	366	291	...	291	172	...	172	...	...	...	907	...	907
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	17	1,777	49	...	49	439	...	439	576	1	577	650	2	652	...	...	...	1,774	3	1,777
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	27	4,343	74	...	74	936	48	984	1,396	114	1,510	1,582	193	1,775	...	...	...	3,988	355	4,343
For boys — Aided — Vernacular	22	1,579	...	...	...	149	18	167	336	55	391	813	208	1,021	...	...	...	1,298	281	1,579
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	68	8,606	201	...	201	1,950	66	2,016	2,599	170	2,769	3,217	403	3,620	...	...	...	7,967	639	8,606
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	1	120	...	...	...	...	...	...	6	17	23	26	71	97	...	...	...	32	88	120
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	12	997	...	18	18	13	190	203	50	199	249	195	332	527	...	...	...	258	739	997
For girls — Aided — Vernacular	7	550	...	...	...	10	101	111	49	71	120	144	175	319	...	...	...	203	347	550
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	20	1,667	...	18	18	23	291	314	105	287	392	365	578	943	...	...	...	493	1,174	1,667
Total, Secondary Schools	88	10,273	201	18	219	1,973	357	2,330	2,704	457	3,161	3,582	981	4,563	...	...	...	8,460	1,813	10,273

Primary schools—																						
For boys	Government	...	...	2	91	..	..	..	..	...	...	10	..	10	81	..	81	..	..	...	91	...	91
	Local Fund	...	..	...	...	...	...	...	..	...	...	...	..	...	.	...	...	...	...	...	...	...	...
	Municipal	...	...	3	100	...	...	...	...	...	...	43	...	43	56	1	57	...	...	...	99	1	100
	Native States	.	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	..	...	1,029	40,576	...	..	...	207	11	218	2,535	478	3,013	28,282	9,063	37,345	...	...	...	31,021	9,552	405
	Unaided	...	...	1,391	36,776	...	...	...	...	...	...	11	1	12	34,933	1,831	36,764	...	...	...	34,944	1,832	36,776
		Total	...	2,625	77,543	...	...	...	207	11	218	2,599	479	3,078	63,352	10,895	74,247	.	...	...	66,159	11,385	77,543
For girls	Government	...	...	...	...	..	...	.	..	...	..	..	..		..	...	...	...	...	...	...	...	...
	Local Fund	...	...	..	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	..	..	...	..	...	..	...	..	...	.	...	..	..	...	..	...	...	...	...
	Native States	...	...	...	...	...	..	.	.	...	.		.	..	..	..	...	...	..	...	..	...	...
	Aided	...	...	59	1 49	...	..	.	8	2	10	38	57	155	824	860	1,684	...	...	...	930	919	1,849
	Unaided	...	...	11	214	..	..	..	...	...		...	2	2	131	81	212	...	...	...	131	83	214
		Total	...	50	2,063	..	..	...	8	2	10	98	59	157	955	941	1,896	...	...	...	1,061	1,002	2,063
	Total, Primary Schools		...	2,675	79,606	...	...	...	215	13	228	2,697	538	3,235	64,307	11,836	76,143	...	...	...	67,219	12,387	79,606
	GRAND TOTAL		...	2,763	89,379	201	18	219	2,188	50	2,238	..	..	6,426	67,889	12,817	80,706	...	...		75,679	14,200	89,879

GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Lower Burma for the year 1891-92.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	4	...	...	...	4	4	...	...	...	4	...	...	...	...	4	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First Arts	1	...	...	1	14	...	...	...	14	11	...	...	...	11	1	...	1	...	9	
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3. Bachelor of Law																							
Medicine—																							
1. M. D.																							
2. M. B.																							
3. Honours in Medicine and Surgery ...																							
4. L. M. S.																							
5. First M B.																							
First L. M. S.																							
6. Preliminary Scientific																							
Engineering—																							
1 M. C. E.																							
2 B. C. E.																							
3. L. C. E.																							
4. First L. C. E.																							
Teaching—																							
1. Licentiate in Teaching																							
Schools for General Education—																							
Matriculation...	Boys ...	4	2	...	6	61	18	...	4	83	21	5	...	4	30	7	...	3	...	20
	Girls ...	...	2	...	2	...	12	...	1	13	...	...	...	1	1	1	...	...	...	...
Middle School examination ...	Boys ...	17	19	16	52	240	234	50	110	634	140	123	12	25	300	*33	18	8	14	227
	Girls ...	2	14	5	21	12	75	7	10	104	11	33	...	4	47	32	15	...	...	...
Upper Primary examination ...	Boys ...	26	413	...	439	784	3,572	...	...	4,356	673	2,551	...	...	3,927	118	518	85	127	2,379
	Girls ...	1	42	...	43	10	754	...	...	764	8	196	...	...	504	116	165	3	6	214
Lower Primary examination ...	Boys ...	26	1,080	...	1,106	848	16,111	...	...	16,959	747	9,642	...	...	10,389	137	1,120	153	280	8,699
	Girls ...	1	54	...	55	48	4,960	...	...	5,008	31	2,857	...	...	2,888	110	528	21	22	2,207
Public Service Certificate examination.	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of General Instruction—																				
1. Training School examination for masters.	Upper ...	...	...	2	2	...	...	2	11	13	...	...	1	7	8	...	4	...	1	3
	Lower ...	2	1	3	6	5	1	5	4	15	5	1	2	2	10	...	1	...	1	8
2. Training School examination for mistresses.	Upper ...	...	2	...	2	...	1	...	2	3	...	1	...	2	3	2	...	...	...	1
	Lower ...	2	...	...	2	13	...	...	1	14	11	...	...	1	12	...	12	...	...	...
3. School of Arts examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Medical examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying		25	...	29	54	486	...	90	193	769	227	...	32	55	314	3	7	...	5	299
6. Industrial School examination ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Veterinary examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* The difference of 20 between the figures shown here and that given in paragraph 65 of the report is due to the remaining passes having been gained by private European students

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Municipal*

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.																
	In institutions managed by Local Fund Boards.												*In institutions managed by*				
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total local fund expenditure on public institutions.	Number of institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. *Colleges or Departments of Colleges for Professional Training.*																
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	1,472	1,472	...
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	56	56	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	1,528	1,528	18
Primary Schools.																
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,00,470	1,00,470	3
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	1,162	1,162	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	1,01,632	1,01,632	3
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	467	...	467	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	150	...	150	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	617	...	617	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,223	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,348	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53,071	...
GRAND TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	617	1,03,160	1,37,448	21

Expenditure on Public Instruction in Lower Burma for the year 1891-92.

Expenditure of Municipal Boards on public instruction.															
In institutions managed by Municipal Boards.										*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
652	649	510	...	26,076	...	14,617	...	...	42,693	...	...	10,171	38,247	38,247	
1,125	1,329	946	12,397	41,095	...	18,107	...	...	71,599	...	...	10,234	51,329	51,329	
...	...	...	...	...	...	...	...	...	...	...	...	2,846	2,846	4,318	
...	...	...	...	...	...	...	...	...	...	...	...	3,675	3,675	3,675	
120	106	84	...	3,508	...	1,340	...	...	4,848	...	...	1,279	4,787	4,787	
...	...	...	...	...	...	...	...	...	...	...	...	2,202	2,202	2,258	
1,897	2,084	1,570	12,397	72,679	...	34,064	...	...	1,19,140	...	...	30,407	1,03,086	1,04,614	
100	104	88	...	3,232	...	1,369	...	...	4,601	...	...	56,445	59,677	1,60,147	
...	...	...	...	...	...	...	...	...	...	...	...	2,482	2,482	3,644	
100	104	88	...	3,232	...	1,369	...	...	4,601	...	...	58,927	62,159	1,63,791	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	13,047	...	...	...	...	13,047	...	...	3,501	16,548	17,015	
...	...	...	...	606	...	...	...	...	606	...	...	...	606	756	
...	...	...	...	13,653	...	...	...	...	13,653	...	...	3,501	17,154	17,771	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,129	43,452	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	5,372	5,372	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,348	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	15,009	15,009	
...	...	...	...	...	...	...	...	...	...	...	...	...	31,510	65,181	
1,997	2,188	1,658	12,397	89,564	...	35,433	...	...	1,37,394	...	...	92,835	2,13,909	3,51,357	

Return showing the Classification of Pupils attending Public Institutions in Lower Burma on the 31st March 1892 according to religion.

Class of institution.	Total of public institutions.	Number of scholars on 31st March 1892.	Classification of scholars on 31st March according to religion					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	1	44	11	...	1	32	...	
Oriental	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total	1	44	11	...	1	32	...	
School Education, General.								
Secondary Schools.								
For boys — English	46	7,027	2,111	468	573	3,789	86	
For boys — Vernacular	22	1,579	645	31	4	899	...	
For girls — English	13	1,117	849	3	1	247	17	
For girls — Vernacular	7	550	328	41	3	178	...	
Total	88	10,273	3,933	543	581	5,113	103	
Primary Schools.								
For boys	2,625	77,543	9,172	875	138	67,734	24	
For girls	50	2,063	267	57	25	1,714	...	
Total	2,675	79,606	9,439	932	163	69,048	24	
School Education, Special.								
Schools for Special Instruction.								
Training schools for masters	2	63	7	17	...	38	1	
Training schools for mistresses	2	21	19	...	...	2	...	
Schools of arts	...	...	...	...	...	...	...	
Law schools	...	...	...	...	...	...	...	
Medical schools	...	...	...	...	...	...	...	
Engineering and Surveying schools	12	295	35	4	...	256	...	
Industrial schools	1	18	5	...	...	10	3	
Other schools	1	59	59	...	...	...	...	
Total	18	456	125	21	...	306	4	
Total of Colleges and Schools of Public Instruction.	2,782	90,379	13,508	1,496	745	74,499	131	

UPPER BURMA APPENDICES.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Upper Burma for the year 1891-92.*

(For details see General Table No. III.)

Area and population.				Public institutions.							Private institutions.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
4,17[illegible]	Towns ... 21 Villages ... 10,957 Total ... 10,[illegible]41	Males ... 1,424,860 Females ... 1,544,081 Total ... 2,968,941	Institutions ... For males	...	...	11	3,321	...	5	3,337	...	2,416	5,753	Institutions to number of towns and villages ... 53·35	
			Institutions ... For females	..	...	2	62	...	...	64	...	12	106		
			Total ...	...	...	13	3,383	...	5	3,401	...	2,158	5,859	.....	
			Scholars ... Males	...	...	631	17,896	...	116	18,643	...	9,676	58,519	Male scholars to male population of school-going age ... 27·58	
			Scholars ... Females	...	...	95	1,325	...	...	4,120	...	401	1,821	Female scholars to female population of school-going age ... 2·08	
			Total ...	...	...	726	52,221	...	116	53,063	.	10,247	63,340	14·52	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Upper Burma for the year 1891-92.*

(For details see General Table No. IV.)

Class of institution.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION								Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on public instruction.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions for { males	...	...	20,109	33,595	...	6,339	60,043	} ...	...	33,077	5,210	1,169	1,517	194	41,167	1,08,223	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 72·25
females	...	...	5,196	1,817	...	...	7,013										Percentage of local fund expenditure included in column 17 to total local fund expenditure on public instruction ... *Nil.*
Total ...	...	...	25,305	35,412	...	6,339	67,056	...	...	33,077	5,210	1,169	1,517	194	41,167	1,08,223	Percentage of Municipal expenditure included in column 17 to total expenditure on public instruction ... 0·94
2. (*a*) Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	...	...	3·76	38·98	...	7·56	50·30	...	...	42·30	6·66	...	0·57	0·17	49·70	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... 10·74
(*b*) Percentages of local fund expenditure included in columns 2 to 17 to total local fund expenditure on public instruction.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction... 16·07
(*c*) Percentage of Municipal expenditure included in columns 2 to 17 to total Municipal expenditure on public instruction.	...	...	70·59	...	...	...	70·59	...	...	...	...	...	29·41	...	29·41	100	Total ... 100
(*d*) Percentages on total expenditure on columns 2 to 17 to total expenditure on public instruction.	...	...	23·38	32·72	...	5·86	61·96	...	...	30·56	4·82	1·08	1·40	0·18	38·04	100	
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. { Cost to provincial revenues ...	...	...	...	...	...	57 14 11	57 14 11										
Cost to local and Municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	62 2 4	62 2 4										
Local Fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to Municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Institutions in Native States. { Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and Municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ...	...	...	3 14 8	2 5 3	...	...	2 6 7										
Cost to local and Municipal funds ...	...	...	0 15 5	...	...	...	0 0 10										
Total cost ...	...	...	53 12 7	2 11 3	...	...	4 6 1										
Unaided institutions ... Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	...	...	3 14 8	0 9 4	...	57 14 11	0 1 0										
Cost to local and Municipal funds ...	...	...	0 15 5	...	...	...	0 0 3										
Total cost ...	...	...	33 12 7	0 10 10	...	62 2 4	1 4 3										

GENERAL TABLE III.—*Return of Colleges, Schools,*

PUBLIC INSTITU

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English ...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law ...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.												
For boys ...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and suveying schools ...	5	116	102	84	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	116	102	84	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5	116	102	84	...	...	...	...	...	...	...	...

PRIVATE INSTITUTIONS

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ...

* N.B.—According to the general summary of attendances in section 1 of the report, special schools are shown as six with a total of 127 Middle, English. The pupils shown as comprising the technical school really belonging to the Anglo-Vernacular Department of the S. P. G. School, eading. They are, therefore, omitted from the head "Special schools" in this table.

and Scholars, in Upper Burma for the year 1891-92.

TIONS.																			
UNDER PRIVATE MANAGEMENT.										NUMBER OF CHOLARS ON THE 31ST MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.							
Aided by Government, or by Local Fund, or Municipal Boards.				*Unaided.*															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
11	630	651	537	...	...	...	...	11	630	630	...	630	37	109	29	26	429	19	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	68	68	56	...	...	...	...	1	68	68	...	68	...	28	...	...	40	...	19	
1	28	30	20	...	...	...	...	1	28	28	...	28	...	10	...	...	18	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
13	726	749	613	...	...	...	...	13	726	726	...	726	37	147	29	26	487	19	20	
515	12,341	12,343	12,315	2,806	38,670	38,670	38,670	3,321	51,011	163	33,533	50,979	30	210	116	203	50,452	3,472	...	
29	763	763	763	33	447	447	447	62	1,210	8	609	1,210	8	37	...	21	1,144	...	357	
544	13,104	13,106	13,078	2,839	39,117	39,117	39,117	3,383	52,221	171	34,142	52,189	38	247	116	224	51,596	3,472	357	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	5*	116*	...	...	116	...	...	...	...	116	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	5	116	...	...	116	...	...	...	...	116	...	...	
557	13,830	13,855	13,691	2,839	39,117	39,117	39,117	3,401	53,063	897	34,142	53,031	75	394	145	250	52,199	3,491	377	
	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	For boys	2,354	9,007	...	6,275	9,007	...	...	...	...	9,007	71	...	
	...	...	...	...	...	...	For girls	42	148	...	132	148	...	...	...	...	148	...	9	
	...	...	...	...	...	...	For boys	49	1,004	...	1,004	1,004	...	...	...	1,004	...	186	...	
	...	...	...	...	...	...	For girls	...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	For boys	13	118	...	...	118	...	...	95	...	23	5	...	
	...	...	...	...	...	...	For girls	...	...	...	...	...	...	...	...	...	...	...	...	
							Total ...	2,458	10,277	...	7,411	10,277	...	...	95	1,004	9,178	262	9	
							GRAND TOTAL ...	5,859	63,340	897	41,553	63,308	75	394	240	1,254	61,377	3,753	386	

pupils. The additional school and 11 pupils shown under this head in that table are already included in the statistics under secondary schools Shwebo, but learning certain industries in addition to their regular school subjects, the particulars given separately under the summary are mis-

GENERAL TABLE IV.—*Return of Expenditure on Public*

Object of expenditure.	PUBLIC															
	UNDER PUBLIC															
	Managed by Government.							*Managed by Local Funds and Municipal Boards.*							*Maintained*	
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	5,909	...	...	430	...	...	6,339	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	5,909	...	...	430	...	...	6,339	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	5,909	...	...	430	...	...	6,339	...	...	...	...	...	...	...	...	...

N.B.—All expenditure shown in the column

Instruction in Upper Burma for the year 1891-92.

INSTITUTIONS.																					
MANAGEMENT.					UNDER PRIVATE MANAGEMENT.										TOTAL EXPENDITURE FROM					
by Native States.					*Aided by Government, or by Local Funds or Municipal Boards.*							*Unaided.*									
Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,249	...	720	6,146	...	10,994	20,109	...	...	...	...	2,249	...	720	6,146	10,994	20,109
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	612	...	...	2,600	...	...	3,212	...	...	...	...	612	...	...	2,600	...	3,212
...	...	...	...	...	74	...	...	85	...	1,825	1,984	...	...	...	...	74	...	...	85	1,825	1,984
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,935	...	720	8,831	...	12,819	25,305	...	...	...	...	2,935	...	720	8,831	12,819	25,305
...	...	...	...	...	29,225	...	...	1,800	...	2,570	33,595	...	...	...	...	29,225	...	...	1,800	2,570	33,595
...	...	...	...	...	1,256	...	...	561	...	...	1,817	...	...	...	...	1,256	...	...	561	...	1,817
...	...	...	...	...	30,481	...	...	2,361	...	2,570	35,412	...	...	...	...	30,481	...	...	2,361	2,570	35,412
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,909	...	...	430	...	6,339
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,909	...	...	430	...	6,339
...	...	..	...	...	...	...	...	...	...	1,169	1,169	...	...	...	...	...	...	...	...	1,169	1,169
...	...	...	...	...	444	...	300	...	...	773	1,517	...	...	...	...	444	...	300	...	773	1,517
...	...	...	...	...	444	...	300	...	...	1,942	2,686	...	...	...	...	444	...	300	...	1,942	2,686
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,077	...	...	...	...	33,077
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,210	...	...	...	...	5,210
...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	134	...	...	...	60	194
..	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	38,421	...	...	...	60	38,481
...	...	...	...	...	33,860	...	1,020	11,192	...	17,331	63,403	...	...	...	...	78,190	...	1,020	11,622	17,391	1,08,223

Provincial revenues" is Imperial.

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Upper Burma for the year 1891-92.*

Class of school.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						TOTAL.		
														Reading printed books.			*Not reading printed books.*					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																						
For boys	Government	English	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	...	11	630	...	..	...	80	1	81	181	11	192	350	7	357	...	...	...	611	19	630
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	11	630	...	...	...	80	1	81	181	11	192	350	7	357	...	...	...	611	19	630
	Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

For girls — Native States — English	..	..	..	..			..		...			..	...	...	...	.	.	.	...				
For girls — Native States — Vernacular	...	...	...	...	...	...	..	..	..	...	.	.	...	...	...	.	.	...	...	...	..		
For girls — Aided — English	...	2	96	...	3	3	1	13	11	3	15	18	76	45	61	...	..	...	20	76	96		
For girls — Aided — Vernacular	...	...	...	...	...	...	.	...	..	..	...	..	...	...	...	...	..	...	...	...	...		
For girls — Unaided — English	...	...	...	...	...	..	..	...	...	...	...	..	...	..	...	...	...	...	...	...	...		
For girls — Unaided — Vernacular	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	..	...		
Total	...	2	96	...	3	3	1	13	11	3	15	18	76	45	61	...	...	...	20	76	96		
Total Secondary Schools	...	13	726	...	3	3	81	14	95	184	26	210	366	52	418	...	...	...	631	95	726		
Primary Schools—																							
For boys — Government	...	...	...	...	...	.	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...		
For boys — Local funds	...	...	...	...	...	...	...	...	...		.	...	..	...	...	...	...	...	...	...	...		
For boys — Municipal	...	...	...	...	...	...	...	...	.		...	...	...	...	...	...	..	...	...	...	...		
For boys — Native States	...	...	.	...	...		...	...	...	.	...	...	...	...	...	...	...	...	...	...	...		
For boys — Aided	...	...	...	515	12,341	...	...	...	...	...	...	323	47	370	9,770	2,210	11,971	...	...	...	10,995	2,248	12,341
For boys — Unaided	...	...	...	2,806	38,670	...	...	...	...	...	...	...	...	...	37,446	1,224	38,670	...	...	...	37,446	1,224	38,670
Total	...	3,321	51,011	...	...	...	...	..	...	323	47	370	47,216	3,425	50,641	...	...	...	47,539	3,472	51,011		
For girls — Government	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
For girls — Local fund	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
For girls — Municipal	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
For girls — Aided	...	29	763	...	.	..	...	...	..	5	4	9	239	515	754	...	...	...	244	519	763		
For girls — Unaided	...	33	447	...	...	...	...	...	...	...	...	...	113	334	447	...	...	...	113	334	447		
Total	...	62	1,210	...	...	..	...	...	...	5	4	9	352	849	1,201	...	...	...	357	853	1,210		
Total Primary Schools	...	3,383	52,221	.	...	...	...	...	...	328	51	379	47,568	4,274	51,842	...	...	...	47,896	4,325	52,221		
GRAND TOTAL	...	3,396	52,947	...	3	3	81	14	95	512	77	589	47,934	4,326	52,260	...	...	...	48,527	4,420	52,947		

GENERAL TABLE NO. VI.—*Return showing the Results of Prescribed Examinations in Upper Burma for the year 1891-92.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts																				
2. Bachelor of Arts																				
3. B. Sc.																				
4. First B. A.																				
First B. Sc.																				
First Arts																				
Previous examination																				
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning																				
2. Bachelor of Oriental Learning																				
3. Honours in Sanskrit																				
Arabic																				
Persian																				
4. High Proficiency in Sanskrit																				
Arabic																				
Persian																				
5. Proficiency in Sanskrit																				
Arabic																				
Persian																				
Urdu																				
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law																				
2. Master of Law																				

3 Bachelor of Law																									
Medicine—																									
1 M. D.																									
2. M. B.																									
3. Honours in Medcine and Surgery																									
4. L. M. S																									
5.	First M. B.																								
	First L. M. S.																								
6. Preliminary Scientific																									
Engineering—																									
1. M. C. E.																									
2. B. C. E.																									
3. L. C. E																									
4. First L. C.																									
Teaching—																									
1. Licentiate in Teaching																									
Schools for General Education—																									
Matriculation			Boys																						
			Girls																						
Middle School examinatiton			Boys		4		4		21		10	31		11		7	18	4					14		
			Girls		1		1		6		1	7		2			2	2							
Upper Primary examination			Boys		13	27	40		113	326		469		97	225		322	3	7		29	283			
			Girls		3	2	5		25	43		68		22	39		61	13	5		2	41			
Lower Primary examination			Boys		19	455	474		261	4,223		4,187		195	1,458		1,653	0	25	6	57	1,556			
			Girls		3	28	31		36	995		1,031		32	427		459	13	15		28	493			
Public Service Certificate examination.			English																						
			Vernacular																						
Schools for General Instruction—																									
1. Training School examination for masters.			Upper																						
			Lower																						
2. Training School xamination for mistresses.			Upper																						
			Lower																						
3. Schoo of Arts examination																									
4 Medical examination																									
5. Examination in Engineering and Surveying																									
6. Industrial School examination																									
7. Veterinary examination																									

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Muni*

	Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION															
		In institutions managed by Local Fund Boards.											*In institutions managed by*				
		Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards	Private persons or associations.	Total Local fund expenditure on public institutions.	Number of institution
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.	*Arts Colleges.*																
	English	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.																
	Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*																
	For boys — High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..
	For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	For girls — High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	Primary Schools.																
	For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*																
	Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Schools of art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
	Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Buildings	...	...	...	...	..	...	...	...	..	...	...	...	...	...	...	...
	Furniture and apparatus (special grants only). ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Special schools other than training schools. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

cipal Expenditure on Public Instruction in Upper Burma for the year 1891-92.

Expenditure of Municipal Boards on public instruction.														Remarks
In institutions managed by Municipal Boards.										*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of Local fund and Municipal Boards on public instruction.	
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the Classification of Pupils attending Public Institutions in Upper Burma on the 31st March 1892 according to religion.

	Class of Institution	Total of public institutions.	Number of scholars on the 31st March 1892.	Classification of scholars on 31st March according to religion.					Remarks
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
	1	2	3	4	5	6	7	8	9
University Education	*Arts Colleges.*								
	English	...	..	...	...	...	...	...	
	Oriental	...	...	...	...	...	...	...	
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total ...	...	...	...	...	...	...	...	
School Education, General.	*Secondary Schools.*								
	For boys — English	11	630	146	26	29	429	...	
	For boys — Vernacular	...	...	...	...	...	...	...	
	For girls — English	2	96	38	...	...	58	...	
	For girls — Vernacular	...	...	...	...	...	...	...	
	Total ...	13	726	184	26	29	487	...	
	Primary Schools.								
	For boys	3,321	51,011	240	203	116	50,451	1	
	For girls	62	1,210	45	21	...	1,144	...	
	Total ...	3,383	52,221	285	224	116	51,595	1	
School Education, Special.	*Schools for Special Instruction.*								
	Training schools for masters ...	...	...	...	...	...	...	...	
	Training schools for mistresses ...	...	...	...	...	...	...	...	
	Schools of arts	...	...	...	...	...	...	...	
	Law schools	...	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and Survey schools ...	5	116	...	...	...	116	...	
	Industrial schools	...	...	...	...	...	...	...	
	Other schools	...	...	...	...	...	...	...	
	Total ...	5	116	...	...	...	116	...	
	Total of Colleges and Schools of Public Instruction.	3,401	53,063	469	250	145	52,198	1	

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REPORTS

ON

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1892-93.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1893.

133328

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RESOLUTION

ON THE

REPORTS ON PUBLIC INSTRUCTION IN BURMA

For the year 1892-93.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-32, dated the 1st November 1893.

READ—

The Report of the Director of Public Instruction in Lower and Upper Burma for the year 1892-93.

RESOLUTION.—The reports on Lower and Upper Burma were received in manuscript on the 11th and 28th July respectively, but the appendices were sent later and the corrected proof was not returned till the 5th October. The length of the Upper Burma report has been considerably reduced; that for Lower Burma is still susceptible of some compression. It is, for example, unnecessary to give twice over the figures and facts relating to the education of Karens and Mahomedans. In the report for the year 1893-94 the Lower and Upper Burma reports may conveniently be amalgamated, as Upper Burma is no longer under a single Inspector. Since the arrival of the fourth Inspector in March 1893 the jurisdictions of Inspectors have been re-arranged, and the Inspectors of the Eastern and Central circles, as well as the Inspector of the Upper Burma circle, now have parts of Upper Burma under their educational supervision. The remarks made by Deputy Commissioners and Commissioners on the reports of Deputy Inspectors and Inspectors have been read by the Chief Commissioner, and he is led to the belief that District Officers take too little interest in educational matters and that there is not sufficient communication between them and the officers of the Education Department. The Deputy Commissioners of Mandalay (Mr. Burne), Bhamo (Mr. George), Sagaing (Mr. McDermott), and Tavoy (Captain Cronin), and the Officiating Commissioner of Irrawaddy (Mr. Weidemann) have made remarks of some interest and value. The Director also acknowledges the assistance which he has received from Mr. Stevenson, Deputy Commissioner of Ye-u.

LOWER BURMA.

General results.

1. Owing principally to the removal from the list of public institutions of inefficient schools in the Thayetmyo district, the number of public schools fell from 2,781 to 2,577. Middle Vernacular, Primary, and Girls' schools shared the decrease. The list of private institutions was swelled not only by the transfer to it of schools formerly recognized but also by the discovery of schools hitherto unknown to the Deputy Inspectors. The result was an increase from 3,366 to 3,942 of private schools, and an increase from 6,147 to 6,519 of the grand total of schools. The total number of pupils increased by over 5,000, but in public

schools there was a decrease of more than 2,000. Some part of the decrease in Middle Vernacular and Primary schools is attributed to the attractions of Survey schools, and the Director proposes that no pupil should be admitted to the Survey classes unless he has passed the Seventh Standard vernacular test. The Director is requested to communicate with the Director, Lands Records and Agriculture, and elaborate this suggestion into a final proposal. The returns show a net increase of six schools maintained by the Education Department, but this increase is partly illusory as only two new schools were really opened, namely, the Law school in Rangoon and the Survey school at Sandoway. The Government school at Paletwa in the Arakan Hill Tracts was abolished. Of the other five new schools shown in the returns, four were Kindergarten classes started by Government in connection with aided schools and one was a Normal class added to St. John's Convent, Rangoon. Three Municipal schools—at Lemyethna, Ramree, and Allanmyo—were closed. Another result of the elimination of the unfit is shown in the reduction of unaided recognized schools from 1,602 to 1,361, many of the recognized schools which had continuously failed to earn any grant having been transferred to the unrecognized list. Though the figures alluded to above indicate a decrease in the number of pupils attending public institutions, there was a noticeable advance in the grade of instruction imparted. Thus 298 students were in the High school stage and 2,954 were in the Middle school stage against 219 and 2,558 respectively in 1891-92. The total number of pupils under instruction in schools and colleges of all sorts was 138,020 against 132,688 in the previous, and 115,297 in the penultimate year.

Financial.

2. The net expenditure by Government and local bodies on education in 1892-93 was Rs. 6,26,916, being Rs. 27,233 less than in the previous year. The total expenditure, which aggregated Rs. 9,80,821, was also less than in 1891-92, but the decrease was not so great as in public expenditure, being only Rs. 6,746. The expenditure on Secondary schools was Rs. 18,262 below that of the previous year, and the expenditure on Primary schools was less by Rs. 7,060. Both these decreases were due to the revision of the list of schools. A further saving accrued by the abolition of Lower and Upper Primary scholarships in 1891. The scholarships then current have now expired and this head of expenditure fell by over eight thousand rupees. Collegiate education, the education of girls, special instruction, furniture and apparatus and superintendence demanded more money than in the previous year. Except in the case of special schools, for which the Law classes in Rangoon caused higher expenditure, the increases were of no special significance or interest. School-houses at Shwegyin and Sandoway were constructed, but the expenditure on buildings was nearly Rs. 10,000 less than the Rs. 48,523 expended in the previous year. Fees brought in a larger amount in all classes of schools. In schools managed by Municipal and Local Boards there was only a trifling increase from Rs. 35,433 to Rs. 36,850, but in institutions managed by Government there was a rise from Rs. 37,966 to Rs. 44,030, and in aided schools from Rs. 95,953 to Rs. 98,718. The Chief Commissioner remarks this increase with satisfaction. as an indication that the people appreciate education sufficiently to pay for it District Cess Funds' educational expenditure rose from Rs. 1,83,100 to Rs. 1,87,805, while Municipal and Town Committees spent Rs. 2,15,598 against

Rs. 2,25,201 in the previous year. In his review of the statistics relating to education in 1890-91, the Governor-General in Council called attention to the small proportion of the expenditure contributed from Municipal Funds. This remark was based on the statement for all India, which showed that Municipal Funds contributed only 4·63 per cent. of the aggregate expenditure. In Lower Burma Municipal Funds contributed nearly 22 per cent. of the total in the year of report, and, though their contribution was less than in the previous year, there was no real additional burden thrown on the general revenues, because in previous years the pecuniary aid afforded by Municipal Committees to schools was largely provided out of lump-sum grants which the local Government made to the Municipalities.

University education.

3. The average daily attendance at the Rangoon College was 48 in the year of report against 42 in the previous year. This increase in the numbers is encouraging, but it is still more satisfactory to find that 25 of those who studied at the college during the year held no scholarships. The results of the examinations were also good. Three—being all who went up—passed the examination for B.A. and 12 out of 23 candidates succeeded in the F.A. test. From the Collegiate school 43 went up for the Entrance examination and 40 were successful. The expenditure on the college was slightly higher than in 1890-91, but the increase of students reduced the average cost of each to Government from Rs. 905 to Rs. 791. The Officiating Chief Commissioner concurs in the Director's remark that the success of the college speaks highly for Mr. Rose and his colleagues.

Secondary education.

4. The number of High English schools remained unchanged at eleven; seven new Middle English schools were opened and three were closed or reduced to a lower grade. Vernacular Middle schools, owing to revision of the register, decreased from twenty-two to ten. There was a marked increase in the attendance at High and Middle English schools. Sixty-seven candidates passed the Entrance examination against twenty-six in the previous year. The most successful privately managed schools were St. Paul's Institution and St. John's Convent, both in Rangoon. The Bassein and Moulmein High schools secured three passes each, and the Akyab High school obtained two. The Chief Commissioner is glad to see that the results of this examination are better not only than those of 1891-92, which was a bad year, but also than those of 1890-91, when 46 passed. In the Middle school, or Seventh Standard examination, there were fewer passes than in the previous year, but, as the Director points out, the results of the year of report were achieved without the bestowal of grace marks, in the objections to which the Chief Commissioner concurs. The Director also reports that the middle departments are in a more satisfactory state. It is probable that the new Clerkship Rules, which now require a higher standard than the seventh as a qualification for entry into Government employ, have conduced more than any one cause to the increased interest shown in Upper Secondary education. The reduction in the number of centres at which the Calcutta Entrance examination was held from three to one was, no doubt, a check to this impulse and is much to be regretted. The effect of the refusal was minimized as much as possible by paying the travelling expenses of students from Akyab, Bassein, Mandalay, and Moulmein.

Primary instruction.

5. The number of Primary schools under inspection fell from 2,761 to 2,552. For reasons already mentioned there was a considerable decrease among indigenous schools. In addition, two Anglo-Vernacular schools under public management were closed, one was transferred to the Vernacular list and one was amalgamated with another school. The quality of instruction, as evidenced by the number of passes, considerably improved. The Upper Primary examination was passed by 4,275 pupils against 3,731 in the previous year, and in the Lower Primary standard the improvement was from 13,277 to 16,123 passes. The number of school meetings required from each pupil entered for examination from a school aided under the Grant-in-Aid Rules was raised in May 1892 from 200 to 250, and the number required from Karen pupils was raised from 120 to 200. This does not appear to have diminished the number of candidates. Among non-indigenous schools there was a slight advance in the Arakan division, and, though there was a decrease of eight indigenous schools, the results attained were better than in the preceding year. A decrease of 318 pupils in indigenous schools is attributed to an epidemic of smallpox and cholera. The people, however, are still reported to be unwilling to pay school-fees, and the Chief Commissioner is afraid that a real popular desire for education does not exist in this division. The Municipal schools at Akyab, Kyaukpyu, and Sandoway are well reported on, but private schools are scarce and poor. In Rangoon Town the Chief Commissioner regrets to notice that monastic schools are reported as neither improving in efficiency nor increasing in numbers, from which Mr. Fryer concludes that the revival of results-grants in money for this class of schools has produced no advantage. This opinion is confirmed by the fact that in Lower Burma, as a whole, the number of monastic schools under inspection declined by 222. The experiment may, however, be continued for some while longer in order to give it a fair trial. The Commissioner of Pegu is requested to report on the failure of the Paungdè Municipality to give due assistance to school-managers. The Director considers that Thôngwa district in the Irrawaddy division is too heavy a charge for a single Deputy Inspector, and, as the districts of Bassein and Thôngwa have now been divided into the three districts of Bassein, Thôngwa, and Wakèma, the Director may submit proposals for appointing a Deputy Inspector to the new Wakèma district. The town schools at Pantanaw and Kyangin should be closed if they cannot be placed on a satisfactory footing; the Commissioner is requested to consult the Deputy Commissioners and Municipal Committees and favour the Chief Commissioner, through the Director of Public Instruction, with his recommendations. The elimination of inefficient schools in the Toungoo district produced a decrease of 13 in the aggregate of indigenous schools for the Tenasserim division. In Tavoy and Mergui towns further progress was made, and the Director notes the opening in the latter place of two schools where Chinese is the medium of instruction. In Toungoo district a Sub-Inspector has been appointed from the 1st April 1893 to aid in the inspection of schools. As there are no certificated managers and only six certificated assistant teachers in this district, there is ample scope for improvement. In the Shwegyin district there was a satisfactory increase in schools, pupils, and passes, and as the pôngyis, unlike those in Rangoon Town, have been stimulated by results-grants the number of monastic schools under

inspection increased by thirteen. The Chief Commissioner concurs in the Director's proposal to enforce the rules relating to the withdrawal of salary-grants after five years, and will be glad to receive his matured views about substituting certificated managers for certificated assistant teachers in Moulmein and elsewhere.

Education in special subjects.

6. A Girls' Normal class at St. John's Convent, Rangoon, was opened during the year and aims at providing teachers for Anglo-Vernacular girls' schools. A Law class was opened in Rangoon in 1892, but no information concerning it is given in the Director's report. Four Kindergarten classes were started and a new Survey school was established at Sandoway. The results of the Normal school examinations were very poor. The chief Normal school—the Government institution at Moulmein—sent up no candidates for the Anglo-Vernacular examination, and altogether only four vernacular passes were obtained, three by the Kemmendine Girls' Normal school and one by the Akyab Boys' Normal school. The information given in the report regarding the use of gymnastics and drill in all schools under public management and in many aided schools is satisfactory, but the Chief Commissioner can hardly regard this species of instruction as either industrial or technical. St. Peter's school at Bassein still carries on industrial work, but otherwise little interest or advance is shown in this direction. The initial qualification required from Burmans applying for Hospital Assistant scholarships at Madras was altered in January 1893 from a pass in a special examination to a pass in the Seventh Standard Anglo-Vernacular examination, as it was found that the special examination was inconvenient and superfluous.

Education of girls.

7. There were eight fewer girls' schools, but 30 more female pupils than in the preceding year. Seven girls passed the Entrance and one the F.A. examination, while 241 against 38 in the preceding year passed the Middle school test. In Burmese Indigenous schools the attendance of girls increased from 7,833 to 9,189, and in Karen Indigenous schools from 4,629 to 4,783. Fifty more boys' schools, making 1,012 in all, admitted girls, and 13,365 girls, against 12,026 in the previous year, studied under these conditions. These figures, and the fact that 3,627 girls, being 739 more than in 1891-92, passed the Lower Primary stage, show that the education of girls made steady progress.

Education of special classes.

8. The number of pupils who attended schools reserved for Europeans and Eurasians only was 1,121 against 964 in the previous year. In the matter of passes there was an improvement at all stages. No explanation is given of the somewhat large increase—from Rs. 47,108 to Rs. 60,439—in the expenditure on secondary instruction in these places of education. Karen schools increased from 457 to 474 and instructed 14,722 pupils against 14,182 in the previous year. There was also an increase of 24 certificated teachers subsidised under the Special Karen Rules. As in previous years, progress was mainly confined to Christians, but in the Hanthawaddy district the Deputy Inspector states that the other Karens take an increased interest in education. The total increase of attendance in Karen Indigenous aided schools was 1,156 boys and 359 girls. The Karen teachers' certificate system was revised. Third grade certificates were abolished, the stipends

of first and second grade certificated teachers were enhanced, and they are now required to pass the regular vernacular teachers' tests instead of a special examination. Mahomedan schools exist only in Akyab and Rangoon Town. In the former, owing to the epidemic already mentioned, their condition was not good. There are five purely Chinese schools; and the Director brings to notice the existence of 63 Tamil schools in or near Rangoon, Moulmein, and Pegu, besides 14 which send up pupils for examination. A Sub-Inspector for these Tamil schools has been sanctioned since the close of the year, and the Chief Commissioner hopes that more will seek recognition and aid from the Government. Tamil is an optional subject in the Anglo-Vernacular examinations and has been recognized as a medium of instruction. The Chief Commissioner desires that the Director will consider whether by making Tamil an alternative for Burmese, these Tamil schools might be brought under the indigenous school examination system. The Director has not been able to get statistics regarding Talaing schools, but believes that many Talaings hold aloof from Burmese schools. The settlement of the land revenue in the Amherst district will cause the accumulation of further knowledge regarding the Talaings. As at present advised the Officiating Chief Commissioner is not disposed to take any steps to hinder their fusion with the Burmese. In April 1892 a scheme was started to provide for the education of the sons of village headmen. As, under the Lower Burma Village Act and the Chief Commissioner's Resolution of 19th October 1892 in the Revenue Department, the exercise of police and petty magisterial powers and the collection of the revenue are made over to village headmen, it becomes most important to ensure that these officials shall have a fair minimum of education. Accordingly, it has been ordered that the sons or male heirs of headmen who are too poor to pay the necessary fees themselves shall be admitted as free scholars in Government, Municipal, and Aided schools, the fees being defrayed in Lower Burma from District and in Upper Burma from Imperial funds. This measure, of which the effect is not yet apparent, was the only practical result of the enquiry into the backward state of education in Arakan.

General remarks.

9. The Director gives meagre information about drawing and manual training, but he does remark that only one school has taken up the Slojd system. The Director was requested to report fully on these matters, and Mr. Fryer hopes to see more attention paid to them next year. In the course of the year opinions were collected on the proposal to communicate instruction through the vernacular languages instead of through English. After careful consideration of the question the Officiating Chief Commissioner decided in November 1892 to order that instruction should be communicated through the vernacular in all schools under public management except the Rangoon High school, which was exempted from the order on account of the diversity of races among its pupils. It is also intended, in the Seventh Standard examination of 1894, that the question-papers in all subjects, except languages, shall be set, and every candidate required to answer, in a recognized vernacular. The effect of this order during the last quarter of the year of report cannot have been great, but the subject should receive attention next year. The Director has not noticed the educational work of Township Officers in a separate paragraph in accordance with the desire expressed in last year's Resolution.

UPPER BURMA.

General statistics.

10. The unfortunate attitude of hostility to secular instruction assumed by some leading Buddhist ecclesiastics in Mandalay caused a decrease of 1,316 in Primary schools classed as public institutions which involved the loss of 10,087 pupils. Schools of the High English and Middle vernacular grades appear for the first time in the returns. In the Middle English grade there was a decrease of two schools and 158 pupils. Partly owing to the withdrawal from inspection of monastic schools, partly owing to the progressive exploration of the educational field, "private institutions" rose in number from 2,458, with 10,277 pupils, to 5,757 with 45,927 pupils. The aggregate of pupils instructed in recognized schools fell from 53,074 to 44,031, and the total of pupils instructed in known schools of any kind rose from 63,351 to 89,958. An analysis of the table on page 5 of the report shows the effect in different districts of the ecclesiastical opposition. In Mandalay, Shwebo, Sagaing, Lower Chindwin, Myingyan, Kyauksè, and Magwe there was a large decrease of pupils in recognized Primary schools. All these districts, except Lower Chindwin and Magwe, are close to Mandalay. In Katha, Bhamo, Ruby Mines, and Upper Chindwin the decrease was very small, while in the remaining districts there was an increase.

Financial.

11. The total expenditure on education increased from Rs. 1,08,223 to Rs. 1,36,296. The entertainment from the 1st April 1892 of four Additional Deputy Inspectors caused an increase of Rs. 7,085. Larger grants to Secondary schools, both Anglo-Vernacular and Vernacular, and to Girls' schools account for the remaining increase in Imperial expenditure. On the whole Imperial expenditure increased from Rs. 78,190 to Rs. 95,801, Municipal expenditure from Rs. 1,020 to Rs. 5,621, fees from Rs. 11,622 to Rs. 14,858, and expenditure from miscellaneous sources from Rs. 17,391 to Rs. 20,016. These figures show a fairly satisfactory increase in expenditure from other than Government sources.

Secondary education.

12. The Roman Catholic Girls' school at Mandalay is the only High English school in Upper Burma, though one other school has a boy in the Eighth Standard. One Anglo-Vernacular school was reduced from the Middle to the Primary grade, and ten Vernacular schools, of which three were Monastic schools, in the Mandalay, Kyauksè, Bhamo, Shwebo, Ye-u, and Pyinmana districts were raised to the Middle grade. The number of Seventh Standard passes was 17, being four more than in the previous year. The number of Buddhists in the Secondary stage of instruction increased from 487 to 960.

Primary education.

13. Four Primary Mission schools were closed, and, as already stated, many indigenous schools withdrew from recognition. The quality of work in those which remained showed considerable improvement. In the Fourth Standard there were 166 passes against 103 in the previous year, and in all the lower standards also the number of passes increased. The Director reports that away from Mandalay the opposition to secular education is dying out, and the Chief Commissioner trusts that this may be correct. Mr. Fryer has nothing to add on the question of general policy to the remarks which he made last year. The number of aided Indigenous schools

was 503 against 532 in the previous year. Monastic aided schools decreased from 352 to 309 and lay aided schools increased from 180 to 194. As in the previous year, the lay schools earned more results-grants, but, girls (of whom eight passed) being excluded, the monastic schools overtopped by one the 50 Fourth Standard passes which the Indigenous lay schools secured. The Director states that the certificated teacher has become popular, but he does not show district by district, as in Lower Burma, the number of such teachers. This information may be given next year. The Chief Commissioner notes with satisfaction that certificated mistresses have been placed in girls' schools.

Education of girls.

14. The attendance of girls in aided Indigenous schools increased from 2,741 to 3,631, and there was an increase of girls' passes in all Primary standards. One girl from an Indigenous school also passed the Fifth Standard, and in the higher grades the progress was satisfactory. In schools aided under the Grant-in-Aid Rules 183 girls attended against 81 in the previous year, and four girls passed the Seveth, three the Eighth, and one the Ninth Standard. Altogether, in public institutions, 5,454 girls attended against 4,420 in 1891-92.

Education of special classes.

15. Besides the fact that the two Chinese schools in Mandalay have been closed, there is little of special interest to note regarding schools for special classes. One Mahomedan school in Mandalay employs a certificated assistant teacher.

General remarks.

16. The progress of the Education Department in Upper Burma during the year of report was steady and promises well for the future. The allotment of four Upper Burma districts to two of the Lower Burma Inspectors should enable the Inspector of the Upper Burma Circle, which still contains 13 districts, to gain a more familiar knowledge of his charge. A scheme was elaborated with considerable trouble to encourage and reward the study of Pali, especially among the pôngyis. A Central Committee was appointed, a syllabus was drawn up, and rewards were fixed. But when the Central Committee set to work, the Buddhist ecclesiastics upon it drew back, and the Chief Commissioner has been compelled with much reluctance to abandon an experiment of which the success was hopeless without the co-operation of the leading ecclesiastics. Mr. Pope was at the head of the Education Department throughout the year and directed its operations to the Chief Commissioner's satisfaction.

By order of the Chief Commissioner,

F. C. GATES,

Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1892-93.

INTRODUCTION.

THIS is the second year since the introduction into both Anglo-Vernacular and Indigenous schools of the new system of results-grants for each standard, and the experience gained has indicated the direction in which the standards and rules of the Education Code needed modification. The necessary changes have been made. Schools everywhere find the advantage of a settled and definite system of work, and education in the province has been decidedly advanced.

2. The Engineering school referred to in paragraph 5 (*b*) of last year's Report has been approved by the Government of India and the sanction of the Secretary of State to its formation is now awaited.

3. No orders have as yet issued regarding the establishment of a Medical school in Rangoon for the local training of Hospital Assistants, proposals for which were submitted some time ago: it is to be hoped that it will be possible for Burman students to be trained locally instead of having to go to other provinces for that purpose.

4. The Kindergarten classes have worked well during the year and are becoming very popular. Kindergarten studies now form a part of the training of teachers, and it was found necessary to modify the course of instruction and the rates of aid for Kindergarten. The change in both cases is for the better.

Much valuable assistance in working this system of education was given by Miss Frederickson, a highly trained Kindergarten teacher of the A. B. M. Girls' school, Kemmendine. Her help and advice at Moulmein and at Bassein, where she visited all the Kindergarten classes and showed the managers how to work the system more effectually, have been very valuable.

5. The Slojd system has not been taken up as yet, except in a very small way in the St. Peter's Technical school at Bassein.

Technical and Normal training are referred to in Section VI of this report. The former consists, at present, of printing, weaving, book-binding, carpentry, tin and blacksmith's work, moulding, and mechanical engineering, carried on in the special technical schools and in the technical branches of some other schools. The Technical standards are becoming by degrees more popular. The drawback at present is the initial cost.

6. Drawing is taught as a compulsory subject in the Rangoon Collegiate school, the Normal schools, and in all the larger Government and Municipal schools.

Strict attention is paid to drill in all the Government and Municipal schools. I am not aware if it is made a part of each day's work in the Rangoon Collegiate school. It is taught in accordance with Mr. Bell's Manuals, in each standard by the class-master, for half-an-hour a day.

7. A decided advance has been made in secondary education, both lower and upper, *i.e.*, in Standards V to VII, and VIII and IX, which comprise the middle and high departments. This is due chiefly to the insistance on the part of the Government on candidates for employment having higher qualifications. The numbers and the passes in the middle and high departments have also gone up.

Just when the province was beginning to make a start in this direction, notice was received that the Calcutta University, on which the province has depended for an Entrance examination, had reduced the number of Entrance examination centres to one, namely, Rangoon. I am strongly of opinion that this step is pre-

judicial to higher education. It is a distinct disadvantage that a province as large as Burma should have only one centre, while Lower Bengal alone has 16 ; and it will place a barrier in the way of those who wish to enter upon a collegiate course, and to qualify themselves for the various professions open to educated men, many of which require an F. A. certificate as the initial qualification. It places the Burman at a distinct disadvantage compared with the native of India.

8. To meet this difficulty, I have brought before the Educational Syndicate the advisability of its assuming the functions it was always contemplated it should, of being a University for Burma, and in justice to the province I hope that the suggestion will be accepted.

9. Municipal schools show a steady improvement all round. The useless ones carried on at a great expenditure, with no returns, have been either reduced or abolished.

The remaining schools are now on a fairly satisfactory basis financially, and the teachers in them have a better guarantee of certainty of tenure and of prospects. What is sadly needed is—

(i) a more efficient set of headmasters with higher qualifications, capable of directing and controlling their subordinates and pupils, and making both work ;

(ii) a better knowledge of the details of education work on the part of headmasters and their subordinates.

The new Teachership Rules will remedy this in time. Teachers all round need to study and follow Section IV, paragraph 54; Section VI and Section VII of the " Code."

10. The Inter-school Rules have worked well ; but Rule I, which requires the production of an acquittance certificate, needs to be more strictly enforced. It should be borne in mind that it is the duty of a pupil and of his parent or guardian and not of the school-manager, to obtain the necessary acquittance certificate. The sole business of a manager is to admit or refuse to admit a pupil, according as he brings or fails to bring an acquittance certificate.

11. Owing to increase in the inspecting staff, both superior and subordinate, the work of inspection has been much more thorough this year. Primary education and the work of Deputy and Sub-Inspectors will, however, need closer personal attention from the Inspectors of Schools.

12. The tables in connection with primary education show a decrease in the number of schools and pupils, and seem at first sight discouraging, but are really not so.

The largest falling off was in Thayetmyo, where it was found necessary after the addition to that district of Minhla and Sinbaungwe, to remove 302 schools with 5,303 pupils from the list of Primary schools on the ground of their being below even the Lower Standard required for that class. The falling off was also due to the fact that the pôngyis have, in many places, given up secular teaching although grants have been restored to them.

In Moulmein town two large schools with 230 pupils were found drawing grants as Indigenous schools but teaching English and actually giving Anglo-Vernacular acquittance certificates. These schools were promptly removed from the Indigenous school list.

In spite of these reductions the net increase during the year in the number of recognized Indigenous schools was 98 and of 2,465 in the number of pupils.

13. The " Teachers' Association " of both Rangoon and Moulmein have done good work during the year. In Moulmein a Teachers' Library has been started, and a course of lectures has been given by Mr. Wilkins, with a view to training teachers for the new Teachers' Test examinations. These lectures have been very helpful, and Mr. Wilkins' disinterested action in this direction deserves commendation. A Teachers' Institute and Library will, it is expected, soon be opened in Rangoon. Several publishers in Europe and in India have expressed their willingness to send samples to furnish the Institute. I believe this Institute will supply a real need.

14. The Inter-school sports in Rangoon were a success, and the example has been followed by Moulmein, where very successful contests took place be-

tween the pupils of the various schools. Football is very popular in the Rangoon schools; but as masters and old pupils largely form the teams, it is somewhat hard to judge what the boys could do if left to themselves to form genuine school teams.

15. The following statements show the contribution from local sources towards education, the population, the number of children from 5 to 14 years of age, and the number of pupils attending schools in the Municipal towns and in the districts of Lower Burma :—

A.—*District Cess Funds.*

District	District cess for 1892-93.	Total population.			Population aged 5 to 14.			Attending school.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female	Total.
	Rs.									
Akyab	17,980	201,206	177,161	378,367	51,014	46,509	97,523	6,699	198	6,807
Northern Arakan	...	7,100	7,028	14,028	1,556	1,512	3,168	6	...	6
Kyaukpyu	2,900	76,415	80,783	157,198	20,309	19,356	39,865	1,830	6	1,836
Sandoway	1,500	37,618	36,985	74,603	10,477	9,937	20,414	914	45	959
Hanthawaddy	21,520	144,441	121,598	267,039	33,838	32,030	65,868	8,424	1,050	9,474
Pegu	25,300	161,478	129,180	290,658	36,765	33,906	70,671	8,971	1,828	10,799
Tharrawaddy	10,610	170,599	168,195	338,794	47,108	43,816	90,924	5,105	783	5,888
Prome	7,510	151,211	156,362	307,573	39,997	39,258	79,255	6,612	138	6,750
Thôngwa	23,720	217,935	191,898	409,733	53,925	49,920	103,745	8,034	1,618	10,252
Bassein	22,965	218,040	212,034	430,074	57,107	55,135	114,032	6,714	1,757	8,471
Henzada	12,450	171,194	170,360	341,554	40,131	44,178	90,309	6,621	768	7,389
Thayetmyo	5,840	111,332	112,716	224,048	29,035	27,916	56,951	4,951	217	5,168
Amherst	14,800	183,794	164,953	348,747	50,716	46,446	97,162	7,531	607	8,138
Tavoy	3,740	39,376	40,446	79,822	10,758	10,100	20,858	3,265	454	3,719
Mergui	2,503	33,777	29,834	63,611	8,703	7,902	16,605	1,277	130	1,407
Shwegyin	8,020	97,500	87,103	184,603	25,152	22,933	48,085	6,242	499	6,741
Toungoo	6,050	72,616	70,284	142,900	19,185	17,998	37,183	4,230	716	4,946
Salween	...	16,521	14,918	31,439	3,574	3,206	6,780	150	14	164
Total ...	1,87,805	2,113,153	1,972,838	4,085,991	547,330	511,823	1,059,158	88,176	10,828	99,004

B.—*Municipal and Town Committee Funds.*

District.	Municipal allotment for education, 1892-93.	Population.			Population aged 5 to 14.			Attending school.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
	Rs.									
Akyab	10,000	29,209	8,730	37,939	2,286	1,974	4,260	1,257	301	1,558
Kyaukpyu	2,500	2,127	1,421	3,548	307	293	600	208	11	219
Ramree	1,000	1,401	1,685	3,086	294	302	596	94	22	116
Sandoway	2,200	1,376	1,155	2,531	354	275	629	244	45	289
Rangoon	55,500	124,757	55,567	180,324	13,488	11,662	25,150	8,576	2,827	11,423
Pegu	5,000	6,060	4,702	10,762	1,170	1,133	2,303	652	142	794
Thônzè	911	1,081	1,176	2,257	308	310	618	126	41	167
Zigôn	1,100	617	627	1,244	172	152	324	50	15	65
Gyobingauk	2,415	1,623	1,385	3,008	353	325	678	271	79	350
Letpadan	1,340	1,373	778	2,151	165	159	324	73	39	112
Prome	13,000	15,533	14,489	30,022	3,089	2,914	6,003	1,546	212	1,758
Shwedaung	7,340	5,634	6,790	12,424	1,452	1,443	2,895	886	111	997
Paungdè	2,800	4,971	5,262	10,233	1,382	1,331	2,713	573	40	613
Yandoon	4,500	11,947	8,288	20,235	2,058	1,903	3,961	820	130	950
Pantanaw	4,694	3,100	2,930	6,030	679	684	1,363	310	60	370
Ma-ubin	800	3,907	1,720	5,327	459	403	862	326	75	401
Danubyu	1,780	2,469	2,282	4,751	512	498	1,010	371	75	446
Bassein	13,000	19,013	11,164	30,177	2,865	2,528	5,393	1,571	222	1,793
Ngathainggyaung	1,200	2,822	2,760	5,582	735	639	1,374	207	17	224
Myaungmya	400	1,664	1,265	2,929	336	299	635	120	5	125
Lemyethna	3,108	2,750	2,858	5,608	723	670	1,393	316	56	372
Henzada	13,000	10,640	9,122	19,762	2,103	2,033	4,136	1,308	231	1,539
Myanaung	2,000	2,554	2,935	5,489	599	631	1,230	255	84	339
Kyangyin	3,200	3,788	4,328	8,116	1,028	972	2,000	659	78	737
Zalun	2,500	3,227	2,779	6,006	729	587	1,316	405	65	470
Thayetmyo	2,700	9,854	7,247	17,101	1,967	1,601	3,568	745	117	862
Allanmyo	1,000	4,258	4,744	9,002	1,204	1,104	2,308	265	50	314
Tavoy	4,500	7,166	7,933	15,099	2,106	2,007	4,113	1,092	161	1,253
Mergui	3,000	5,012	5,125	10,137	1,197	1,158	2,355	904	181	1,145
Shwegyin	5,000	4,056	4,098	8,754	1,105	1,098	2,203	708	172	960
Kyaikto	1,500	2,757	2,407	5,164	653	576	1,229	411	58	469
Toungoo	5,800	10,510	8,362	19,232	2,320	1,970	4,290	1,575	237	1,812
Moulmein	30,000	34,253	21,533	55,786	5,907	5,273	11,180	3,802	1,041	4,923
Thatôn	2,100	5,147	4,530	9,677	1,354	1,177	2,531	317	90	437
Kawkareik	...	1,771	1,326	3,097	443	307	750	187	...	187
Total ...	2,15,593	349,143	223,493	572,636	57,602	50,377	108,039	31,527	7,069	38,596

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

16. The following statement gives the statistics regarding the Educational institutions of Lower Burma for the two years 1891-92 and 1892-93 :—

Name of institution.	1891-92.		1892-93.		1892-93.	Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.	
PUBLIC INSTITUTIONS—						
University Colleges	1	44	1	46	46	*420 of these pupils are receiving general instruction and are already included under High and Middle schools.
High English schools	11	3,398	11	3,796	345	
Middle English schools	35	3,629	39	3,933	101	
Middle Vernacular schools ...	22	1,579	10	1,060	106	
Primary	2,625	77,543	2,434	75,045	31	
Special	18	456	25	*1,143	46	
Female	70	3,730	58	3,313	57	
Total Public Institutions ...	2,782	90,379	2,578	88,336	...	
PRIVATE INSTITUTIONS—						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Arabic or Persian	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary teaching or vernacular only or mainly.	3,149	39,498	3,706	46,509	13	
Other schools not conforming to departmental standards for religious instruction only.	217	2,811	236	3,175	13	
Total Private Institutions ...	3,366	42,309	3,942	49,684	...	
GRAND TOTAL ...	6,148	132,688	6,520	138,020	...	

17. High English schools number 11 as before, but have been better attended, there being an increase of 398 pupils.

Middle English schools have increased by four; the total number of pupils attending them shows an increase of 304.

There are in all seven schools added to the list, while three have been taken off.

Middle Vernacular schools show a loss of 12; attendance in them has fallen by 519.

This loss is owing to several schools which proved unfit for the middle grade, having been transferred to the Primary list.

18. In some localities, school-managers have complained that the Survey schools draw away their pupils, even before they reach Standard IV or V, so great are the inducements they are able to offer.

Some adjustment of the relations between the Survey schools and the general lay schools appears desirable.

It would perhaps suffice to make the entry to the Survey class depend on the candidates having passed the 7th Standard Vernacular test, and to require the production of an acquittance certificate.

19. Registered primary schools show a loss of 191, owing to many vernacular schools having been transferred to the unrecognized list. There is a loss of pupils, namely, about 13 per school or 2,498 in all.

Special schools have risen by 18 to 25 owing to the opening of various classes (such as Music, Kindergarten, and Gymnastics) in connection with certain institutions, and the addition of a Law Department to the Rangoon College.

20. Girls' schools decreased by 12 schools and 417 pupils; due to the transfer of Vernacular indigenous schools to the unrecognized list. These figures

do not at first sight agree with those shown under the head of Female education, as the latter include the figures for some special schools where girls attend.

21. Under the head of Private institutions, schools for elementary teaching have increased by 557 and their pupils by 7,011. These increases are due partly to the transfer of unqualified schools to the unrecognized list, and partly to the discovery of schools that have by their position hitherto escaped the notice of the Deputy Inspectors.

22. Schools for religious teaching only (Mahomedan) show increases of 19 and of 364 pupils.

23. The following is the classification of schools according to their management :—

Name of institution.	1891-92.		1892-93.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
UNDER PUBLIC MANAGEMENT—					
Maintained by the Department	21	1,421	27	2,200	
Maintained by Municipal Boards and Local Boards.	21	1,997	18	2,004	
UNDER PRIVATE MANAGEMENT—					
Aided by Grant-in-aid Rules of 1890 ...	59	6,653	58	6,591	
Aided under the Rules for Indigenous schools ...	1,079	43,318	1,114	46,338	
Unaided	1,602	36,990	1,361	31,203	
Total ...	2,782	90,379	2,578	88,336	
Private Institutions of indigenous instruction ...	3,366	42,309	3,942	49,684	
GRAND TOTAL ...	6,148	132,688	6,520	138,020	

24. (*a*) Schools maintained by the Education Department have increased by six, the following schools or classes having been added to the list :—

Kindergarten class of Morton Lane Girls' Normal school, Moulmein.
Kindergarten class of Government Normal school, Moulmein.
Kindergarten class of Kemmendine Normal school.
Kindergarten class of St. John's Convent, Rangoon, Normal class.
Law class, Rangoon.
Normal class, St. John's Convent, Rangoon.
Survey class, Sandoway.

The Paletwa Primary school has been transferred to the vernacular list.

(*b*) Schools maintained by Municipal Boards have decreased by three, by the closing of those at Lemyethna, Ramree, and Allanmyo.

(*c*) Institutions aided under the Grant-in-aid Rules of 1890 show a decrease of one with a slight decrease of 62 pupils.

The following schools have been added to the list, namely :—

Madooray Pillay's school, Rangoon.
Burma Boarding school, Insein.
Roman Catholic Mission school, Gyobingauk.
American Baptist Mission school, Wakema.
St. Mark's school, Akyab.

While the following have been closed :—

Girls' school, Akyab.
Young Arakan school, Akyab.
American Baptist Mission school, Prome.

The American Baptist Mission schools, Kemmendine, Rangoon, and Morton Lane Girls' school, Moulmein, also the vernacular branch of the old Convent school, Fraser Street, Rangoon, have been transferred to the list of Indigenous schools, as they are aided under the rules for indigenous instruction.

(*d*) Vernacular schools aided under the rules for Indigenous schools have increased by 35 and their attendance by 3,020.

Unaided schools, that is, schools which, though recognized as such, have been unable to earn any grants at all show decreases of 241 schools and 5,787 pupils, due almost wholly to the transfer to the unrecognized list of those unable to meet even the very low test prescribed.

Private institutions for indigenous instruction accordingly show the large increases of 576 schools and 7,375 pupils, arising partly from the reason just stated and partly from the inclusion of institutions hitherto not reached by the Deputy Inspectors of Schools, or recently opened.

25. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in:—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper primary stage.			Lower primary stage.						Total.		
												Reading printed books.			*Not reading printed books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English ...	15	4,370	278	17	295	1,408	155	1,563	1,095	189	1,284	1,045	183	1,228	...	...	...	3,826	544	4,370
Middle English ...	44	4,172	...	3	3	805	105	910	1,227	162	1,389	1,556	314	1,870	...	...	...	3,588	584	4,172
Middle Vernacular	13	1,361	...	...	...	120	108	228	213	75	288	630	215	845	...	...	...	963	398	1,361
Primary ...	2,480	77,244	...	...	...	211	42	253	3,104	632	3,736	60,011	13,244	73,255	...	...	...	63,326	13,918	77,244
Total ...	2,552	87,147	278	20	298	2,544	410	2,954	5,639	1,058	6,697	63,242	13,956	77,198	...	...	...	71,703	15,444	87,147

26. The following statement summarises the foregoing figures and gives those of the previous year for comparison:—

Stage.	Number of pupils.		Increase.	Decrease.
	1891-92.	1892-93.		
High	219	298	79	...
Middle	2,558	2,954	405	...
Upper Primary	6,396	6,697	301	...
Lower Primary reading printed books ...	80,706	77,198	...	3,508
Total ...	89,879	87,147	...	2,732

27. The increases shown in the above table of pupils in the high and middle stages are satisfactory, being 36 and 16 per cent. respectively.

Upper Primary pupils also have increased though in a smaller proportion, namely, 4·7 per cent.

Pupils in the Lower Primary stage show a decrease of 3,508 (or 4·3 per cent.) owing to the relegation of a considerable number of schools to the unrecognized list.

28. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district in the province:—

Division.	District.	In Public Institutions.										In Private Institutions.						Grand total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advance.		Elementary.		Total.			
		1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Arakan ...	Akyab ...	...	...	476	491	2,454	2,388	64	47	2,994	2,926	...	...	5,051	5,529	5,054	5,529	8,048	8,455
	Kyaukpyu ...	...	...	96	109	356	212	19	13	471	334	...	...	963	1,837	963	1,837	1,434	2,171
	Sandoway ...	...	...	153	79	545	538	...	7	698	624	...	...	393	624	393	624	1,091	1,248
	Arakan Hill Tracts ...	...	...	...	...	17	6	...	...	17	6	...	...	...	...	...	...	17	6
Pegu ...	Rangoon ...	44	46	3,952	4,092	4,083	4,997	74	219	8,153	9,354	...	...	1,939	2,099	1,939	2,099	10,092	11,453
	Hanthawaddy ...	...	...	...	32	7,017	6,295	73	82	7,090	6,409	...	...	2,715	3,065	2,715	3,065	9,805	9,474
	Pegu ...	...	...	98	153	6,609	9,433	28	21	6,735	9,607	...	...	4,461	1,986	4,461	1,986	11,196	11,593
	Tharrawaddy ...	...	...	59	124	6,118	5,063	21	29	6,198	5,216	...	...	484	1,366	484	1,366	6,682	6,582
	Prome ...	...	...	365	483	8,068	7,720	27	24	8,460	8,227	...	...	1,636	1,891	1,636	1,891	10,096	10,118
Irrawaddy ...	Thôngwa ...	...	...	453	300	10,826	10,462	24	30	11,303	10,792	...	...	2,152	1,646	2,152	1,646	13,455	12,438
	Bassein ...	...	...	783	710	7,823	7,785	45	458	8,651	8,953	...	...	2,169	2,005	2,169	2,005	10,820	10,958
	Henzada ...	...	...	442	396	4,414	5,419	23	24	4,879	5,839	...	...	3,873	5,007	3,873	5,007	8,752	10,846
	Thayetmyo ...	...	...	172	176	7,848	2,527	...	...	8,020	2,703	...	...	500	3,641	500	3,641	8,520	6,344
Tenasserim ...	Moulmein ...	...	...	1,434	1,467	1,461	1,675	46	161	2,941	3,303	...	...	1,182	1,606	1,182	1,606	4,123	4,909
	Amherst ...	...	...	50	72	3,176	3,521	..	...	3,226	3,593	...	...	4,719	5,169	4,719	5,169	7,945	8,762
	Shwegyin ...	...	...	391	131	2,579	3,675	...	...	2,970	3,806	...	...	4,518	4,364	4,518	4,364	7,488	8,170
	Toungoo ...	...	...	945	851	4,315	3,383	12	28	5,272	4,262	...	...	1,403	2,543	1,403	2,543	6,675	6,805
	Tavoy ...	...	...	297	130	1,063	1,330	...	...	1,360	1,460	...	...	3,019	3,512	3,019	3,512	4,379	4,972
	Mergui ...	...	...	107	107	793	769	...	...	900	876	...	...	1,069	1,676	1,069	1,676	1,969	2,552
	Salween ...	...	...	..	...	41	46	...	...	41	46	...	...	60	118	60	118	101	164
	Total ...	44	46	10,273	9,903	79,606	77,244	456	1,143	90,379	88,336	...	...	42,309	49,684	42,309	49,684	132,688	138,020

29. The following table gives a comparative statement of the expenditure of the last two years :—

Head of expenditure.	1891-92.		1892-93.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	40,291	42,781	41,912	44,927
Secondary	1,44,538	3,36,181	1,26,276	3,44,630
Primary	1,64,100	1,80,779	1,57,040	1,71,200
Female	33,623	98,322	34,437	93,125
Special	32,266	46,842	41,331	70,828
Scholarships	20,910	20,910	12,178	12,178
Buildings	48,523	79,818	38,954	61,522
Furniture and apparatus	1,514	7,880	4,476	8,229
Miscellaneous	64,008	69,678	59,974	63,844
Superintendence	1,04,376	1,04,376	1,10,338	1,10,338
Total ...	6,54,149	9,87,567	6,26,916	9,80,821

The net Government expenditure shows a decrease of Rs. 27,233 against an increase of Rs. 16,515 last year. The following details explain this :—

(*a*) The Educational Syndicate expenditure for collegiate instruction has increased by Rs. 1,621, due to increments of salary earned by the Collegiate staff.

(*b*) Under the head secondary education, there is a large decrease of Rs. 18,262 and under Primary there is a similarly large decrease of Rs. 7,060 on the whole. The Rangoon Collegiate school (*i.e.*, the High, Middle, and Primary Departments) cost Rs. 44,310, or Rs. 2,829 over and above the sanctioned estimate. The actual expenditure in 1891-92 was Rs. 38,702, so that the cost of this school is Rs. 5,608 higher in 1892-93 than it was in 1891-92. This is due (1) to smaller grants having been earned by several schools ; (2) to the removal of certain schools, both Government and private, of these grades ; and (3) to the grants of some schools having to be proportionately reduced in consequence of the budget allotments not being sufficient to pay the full amounts earned.

(*c*) Scholarships account for a further decrease of Rs. 8,732, due to the discontinuance of Lower and Upper Primary scholarships.

(*d*) The expenditure on buildings has decreased by Rs. 9,569. The American Baptist Mission Pwo Karen school, Bassein, received a grant of Rs. 3,500, and the American Baptist Mission Burmese school, Toungoo, one of Rs. 500. A grant of Rs. 1,800 was also made to the Roman Catholic Mission school, Thônzè. In each of these cases an equal sum was contributed from private sources. The expenditure on "Furniture and apparatus" has increased by Rs. 2,962. A grant of Rs. 500 from Provincial Funds was made to the St. Joseph's Convent and St. Patrick's School, Moulmein, a similar sum being obtained from private sources. Special grants of Rs. 550 were made to each of the four Kindergarten schools towards the cost of apparatus for their Kindergarten branches. The following are the schools who received this grant :—

The American Baptist Mission Girls' school, Kemmendine, St. John's Convent, Rangoon, American Baptist Mission Morton Lane Girls' school, Moulmein, the Government High and Normal school, Moulmein.

Rupees 7,572 were expended from Provincial Funds for the construction of new school-houses at Sandoway and Shwegyin. The net increase of Rs. 1,928 under Government expenditure on "Miscellaneous" and "Superintendence" calls for no special remarks.

(*e*) The fee receipts under all classes of institutions show an increase of Rs. 10,246 over the receipts of last year, Government and Municipal schools contributing Rs. 7,481, and Aided, Secondary, and Primary schools the balance, Rs. 2,765

SECTION II.

CONTROLLING AGENCIES.

30. From the 1st April until the 7th July 1892, Mr. Hodson had charge of both the Lower Burma Circles. Mr. Goss on his return from leave on the latter date resumed charge of the Western Circle.

In consequence of Mr. Hodson's retirement from the service, the Eastern Circle also was placed under Mr. Goss from the 9th February 1893 till the appointment of an additional Inspector, when a re-distribution of work was made, Mr. Bird taking charge temporarily of the Western Circle on the 13th February 1893 and Mr. W. G. Wedderspoon, M.A., the new Inspector, taking the new Central Circle on the 3rd March

31. The following statement shows how the various officers in charge during the year distributed their time, &c :—

Name.	Total days in charge.	Days in charge.			Days spent at Headquarters on general duty.	Days spent at Headquarters on Inspection.	Days spent on tours of Inspection.	Number of Inspections made.
		Eastern Circle.	Central Circle.	Western Circle.				
Mr. Hodson	315	315 (*a*)	...	...	155	26	134	173
Mr. Goss	267	47 (*b*)	...	220 (*c*)	108	29	130	210
Mr. Wedderspoon ...	29	...	29	...	9	2	18	20 (*d*)
Mr. Bird	47	...	...	47	1	...	46	67

(*a*) Including 98 days in charge of Western Circle also.
(*b*) Including 21 days in charge of Central Circle also.
(*c*) Including 3 days in charge of Eastern Circle also.
(*d*) These 20 inspections were made in the new Central Circle.

32. The re-distribution of both Upper and Lower Burma Circles is now as follows :—

Eastern Circle.—Tenasserim Division, with Pyinmana and Yamèthin districts.

Central Circle.—Pegu Division, with Thayetmyo, Magwe, and Minbu districts.

Western Circle.—Arakan Division, with Thôngwa, Bassein, and Henzada districts.

Upper Burma Circle.—Northern and Central Divisions, with Pakôkku, Myingyan, Kyauksè, and Meiktila districts.

The Circles of the subordinate inspecting staff remained unchanged.

33. There were a few changes in the staff other than transfers.

The services of Maung Po Kya, under suspension at the beginning of the year, were dispensed with.

Maung Po Tu, whose work in Thôngwa district was unsatisfactory, was transferred to the Pegu district, where he took leave and finally resigned his appointment. His place in Thôngwa was taken by Maung Tun Hla (II) from Pegu.

34. The following table shows the work of the various Deputy and Sub-Deputy Inspectors:—

Name.	Circle.	Days in charge.	Days spent		Days on inspection		Visits made		
			At headquarters.	In district.	At headquarters.	In district.	At headquarters.	In district.	Total Inspection.
Deputy Inspectors of Schools.									
Maung San Ye	Rangoon Town	365	365	...	235	...	453	...	453
Maung Bwa	Hanthawaddy	61	38	23	...	22	...	67	67
Maung Shwe Hmon ...	Do.	304	106	198	15	174	...	414	414
Maung Po Maung	Prome	365	184	181	48	157	170	693	863
Maung Pru	Tharrawaddy	365	139	226	...	193	...	371	371
Maung Tun Hla (II) ...	Pegu	76	48	28	7	22	13	48	61
Maung Ba Thwin	Do.	111	39	72	9	59	12	208	220
Maung Po Tu	Do.	11	11	...	1	...	2	...	2
Maung Shwe Zan Aung ...	Do.	167	77	90	36	115	30	319	349
Maung Tu	Shwegyin, B. C. L., 18 days ...	316	214	102	62	84	101	344	445
Mr. E. H. Phillips	Do.	31	31	...	...	...	...	...	...
Maung Pa Ha	Toungoo, I.	365	177	188	71	163	100	382	482
Maung Shwe Hmon ...	Amherst	61	48	13	...	10	...	16	16
Maung Waik	Do.	30	30	...	...	...	...	...	...
Maung Paw Din	Do.	274	130	144	3	123	...	306	306
Maung Waik	Moulmein, B.	365	365	...	187	...	301	...	301
Maung Tun On	Tavoy, I.	365	178	187	75	149	123	292	415
Amodeen	Akyab, B.	365	216	149	25	107	57	501	558
Maung Me Gri	Kyaukpyu, I.	365	142	223	11	112	15	257	272
Maung Po Nwe	Bassein, I.	365	176	189	44	149	63	396	459
Maung Tun Hla (I)... ...	Henzada	365	161	204	74	179	128	742	870
Maung Po Tu	Thôngwa, B. L., 1 month ...	140	70	70	...	43	...	166	166
Maung Tun Hla, (II) ...	Do.	195	57	138	20	132	10	467	477
Maung Paw Din	Thayetmyo	83	70	13	15	12	40	46	86
Yusaf Khandia	Do.	282	123	159	25	136	41	552	593
Maung Lu	Pegu Division	365	61	304	17	228	...	283	283
Maung Nyan Kyai	Tenasserim Division	365	64	301	4	187	...	293	293
Maung Shwe Ni	Bassein	365	65	300	...	242	3	405	411
Maung Pa	Thongwa, Henzada, and Thayetmyo.	355	71	294	6	246	2	304	306
Sub-Deputy Inspectors of Schools.									
Maung Po Gywe	Mergui, B.	365	210	155	118	101	158	162	320
Maung Than	Sandoway, I.	365	144	221	22	153	16	186	202

The majority of the Deputy Inspectors have done fairly good work during the year.

Among those specially commended are Maung Po Maung, Maung Shwe Hmon, Maung San Yè, Maung Tun Hla (I), Maung Pru, Yusuf Khandia, and Maung Tu, B.A., and the Karen Deputy Inspectors Maung Lu, Maung Nyan Kyai, and Maung Shwe Ni.

35. On the whole the staff has done well. But the Deputy Inspectors of Schools generally are not acquainted with the principles of education; nor are they able to instruct the teachers in the methods of teaching. This is a serious matter, and I have taken steps to remedy it. As a rule they do examination work wall; but their visits usually bear no good fruit educationally. *They need to teach as well as examine and to know how and what to teach.* In the schools teachers and taught are both able and willing to receive instruction and practical illustration; but these are rarely, if ever, given by the Deputy Inspectors.

36. The increase in the inspecting staff, both superior and subordinate, and the consequent redistribution of inspection circles, has already led to much more thorough inspection. The Inspectors have been able to see their circles more thoroughly and to inspect and test the work of the Deputy and Sub-Inspectors under them.

This thoroughness of inspection will be steadily kept in view.

37. Mr. Hodson's retirement after nearly 30 years of work in Mysore and in Burma brought a long and honorable service in the Education Department to a close. I take this opportunity of placing on record his good work in the cause of education in the province.

Mr. Goss has done good work during the year. He has been placed in charge of the Eastern Circle, and under the new re-distribution I look to him for a very thorough inspection of his circle, and for the encouragement of education in a circle that is somewhat backward.

Mr. Wedderspoon, a graduate in Arts and in Law of Edinburgh, who took charge in March, has given valuable help even during the short time he has been at work.

Mr. Bird, whose appointment as Headmaster of the Bassein High school was abolished, was appointed temporarily to act in the Western Circle and has worked with much energy.

SECTION III.

UNIVERSITY EDUCATION.

38. The Rangoon College is the only College in the province.

39. The following extracts from the report submitted by the Principal show what the work of the College and the attached Collegiate school have been :—

"The following statement compares the average number on the rolls and the average attendance in all departments during the past two years :—

Department.	Average number on the rolls.		Average daily attendance.	
	1891-92.	1892-93.	1891-92.	1892-93.
College	45	53	42	48
High school	69	90	54	70
Middle school	244	292	195	226
Primary school	383	377	316	301
Total ...	741	812	606	645

"In the College there have been 56 students during the year, 12 in the B.A. and 44 in the F.A. classes, showing a decided increase on previous years; of these 56 there were 25 who received no aid in the form of scholarships or otherwise.

"The year closed with 46 on the rolls of the College, 114 on the rolls of the High school, 303 on the rolls of the Middle school, and 353 on the rolls of the Primary school, making a total of 816 in the whole institution.

"The large increase in the High school, namely, from 70 on the rolls on 31st March 1892 to 114 this year, is owing in a great measure to the fact that many students who went up this year for the Entrance examination have kept their names on the books until publication of the results. This department, however, showed a substantial increase as evidenced by the average daily attendance.

"The numbers in the Middle school have increased considerably, while those in the Primary department show a slight decrease.

"The College presented this year 3 students for the B.A. examination, of whom all passed.

"For the F. A. examination 23 candidates were presented, of whom 12 passed.

"From the High school 43 appeared for the Matriculation examination of the Calcutta University, of these 40 were successful.

"For the 7th standard 77 candidates were presented and 38 passed. The average of success is poor, but compares favourably with that for the whole province and with that of the other large schools of Rangoon.

"The average annual cost to Provincial revenues of educating each scholar has decreased considerably in all departments, except the Primary, as the following table shows :—

Average annual cost.	To provincial revenues of educating each scholar.	
Department.	1891-92.	1892-93.
	Rs. A. P.	Rs. A. P.
College	905 6 9	790 12 8
High school	97 3 3	58 12 9
Middle school	19 0 8	8 11 3
Primary school	4 0 8	6 2 6

"The total cost to Provincial revenues of the Middle and Primary departments containing 656 pupils is only Rs. 4,862 per annum.

"The first six standards were examined according to the Provincial rules with the following results:—

	I Standard.	II Standard.	III Standard.	IV Standard.	V Standard.	VI Standard.
Number presented	57	91	101	118	115	72
Number passed	55	91	98	116	114	66

"All pupils in the 5th, 6th, and 7th standards take up three optional subjects.

"The 8th standard was examined by the Director of Public Instruction; 44 were presented and 40 passed. The pupils in this standard are seldom satisfactory owing to the fact that many pass the 7th standard in the three compulsory subjects only.

"In all examinations from the B.A. to the 1st standard all pupils who have made the requisite number of attendances are presented.

"The following table gives statistics as to the race and religion of the students in the College and Collegiate schools on the 31st March 1893:—

Race.	No.	Religion.	No.
Europeans and Eurasians	55	Christians	76
Burmans	553	Buddhists	664
Chinese	125	Hindus	18
Natives of India	63	Mahomedans	48
Karens	12	Zoroastrians	10
Jews	8		

"The Boarding Department was very successfully managed during the year by Mr. O. White. The accounts of the year show a profit of Rs. 419-4-11.

"The accommodation is insufficient for the demand and a new and better ventilated dining-room is urgently needed.

"The number of boarders on the books on the 31st March 1893 was 127.

"The College Volunteer Cadet Corps continues under the command of Captain W. J. H. Redmond; Mr. W. Leonard and Mr. C. Nicolini being Second Lieutenants of the Company.

"The total strength on the 31st March 1893 was 67 distributed as follows:—

	Officers.	Honorary Chaplain.	Non-commissioned Officers.	Privates.	Total.
Rangoon College	2	...	5	27	34
St. Paul's High school	1	1	5	26	33

"There were 61 who made themselves efficient during the year.

"At the Inter-school Athletic Competition this Institution won both the Senior and Junior Challenge Shields. The football and cricket teams played numerous matches with very fair success."

40. The results of the F. A. and B. A examinations for the past two years are shown in the following tables:—

F. A. Examination.

1891-92.		1892-93.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
14	11	23	12

B. A. Examination.

1891-92.			1892-93.		
Number of candidates.	Number passed.		Number of candidates.	Number passed.	
	Pass.	Honours.		Pass.	Honours.
4	4	...	3	3	...

The success of the College all round speaks very highly for Mr. Rose and his colleagues in every department.

SECTION IV.

Secondary Education, Upper and Lower, Standards V—IX (inclusive.)

41. A comparison between the results of this year and those of the last for the Entrance examination are encouraging. This was an exceptionally easy year; but it is encouraging to know that whereas in 1891-92, 91 students went up and 26 passed, this year 110 went up and 67 passed, exclusive of the Teachers and Private students, who presented themselves.

42. The advance in the 8th standard also is encouraging, the numbers are :—

	1891-92.	1892-93.	Increase.
Presented	89	130	41
Passed	86	119	33

All through the province a desire for education beyond the 7th standard has been markedly shown, both in the increase in the number of High schools and in the number of pupils reading in the High Department, *i.e.*, Standards 8th and 9th.

43. The action of the University of Calcutta in reducing the number of Entrance centres for the province caused many pupils to leave school; and unless something is done to meet the difficulty, it will discourage higher education, place the province at a disadvantage as compared with India, and place the mofasal at a great disadvantage as compared with Rangoon.

44. The improvement in the Middle department of all the schools, *i.e.*, in Standards 5th, 6th, and 7th, is very encouraging and promises well for higher education.

45. From personal observation during my tours I find better methods and more earnest work than I did two years ago. *The "Education Code" in its Sections VI and VII contains a guide for Teachers, to which I would call the more special attention of Managers and Headmasters.*

46. Great care has been taken not to allow Vernacular schools to add a Middle department till they had the staff and arrangements necessary for ensuring the absence of any injury to their Primary department. These schools are steadily improving.

47. The change of date for the 7th standard examination, from December to March, is a very sound one.

48. The following statement shows the classification of the Anglo-Vernacular and Vernacular Indigenous Boys' schools in which secondary instruction is given, and the number of the pupils in attendance during the last two years :—

Classification of schools.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Maintained by the Department	2	907	2	1,032
Maintained by Municipal Boards	3	652	3	734
Aided under the Grant-in-aid Rules of 1891 ...	6	1,839	6	2,030
Unaided	...	...	...	...
Total ...	11	3,398	11	3,796
Middle English—				
Maintained by the Department...	...	...	...	...
Maintained by Municipal Boards	14	1,125	13	1,131
Aided under the Grant-in-aid Rules of 1891 ...	21	2,504	26	2,802
Unaided	...	...	...	...
Total ...	35	3,629	39	3,933
Middle Vernacular—				
Maintained by the Department...	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules of 1891 ...	...	...	...	..
Aided under the Rules for Indigenous Schools ...	22	1,579	10	1,060
Unaided	...	...	...	...
Total ...	22	1,579	10	1,060
GRAND TOTAL ...	68	8,606	60	8,789

Middle English schools have increase by four and their attendance by 304. The new schools are—

(1) Town school, Thatôn.
(2) St. Phillip's school, Rangoon.
(3) Maduray Pillay's school, Rangoon.
(4) Burma Boarding school, Insein.
(5) R. C. M. school, Gyobingauk.
(6) Anglo-Vernacular school, Ma-ubin.
(7) A. B. M. Paku Karen school, Toungoo.

The Town school, Shwedaung, has been reduced to the Primary grade, the Town school, Lemyethna, closed, and the A. B. M. school at Prome was withdrawn from the Register.

Vernacular Middle schools have been reduced by 12 owing to a revision of the register, with a view to exclude those which are not in a position to maintain their place.

The loss of pupils in all is 519.

49. The following are the results of the Calcutta University Entrance and of the Provincial 7th Standard examinations for the year under report and for 1891-92 :—

Class of Institution.	1891-92.			1892-93.		
	Entrance, 9th standard.	Middle, 7th standard.	Total.	Entrance, 9th standard.	Middle, 7th standard.	Total.
From public schools under public management ...	21	140	161	50	135	185
From public schools under private management, and aided under the Grant-in-aid School Rules.	5	143	148	17	144	161
From public schools under private management and aided under the Indigenous School Rules.	...	35	35	...	23	23
Total ...	26	318	344	67	302	369

50. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1891-92 and 1892-93 :—

Name of school.	1891-92.				1892-93.			
	Division.				*Division.*			
	First.	Second.	Third.	Total.	First.	Second.	Third.	Total.
Rangoon Collegiate school	3	8	3	14	11	21	8	40
Akyab High school	...	3	1	4	...	1	1	2
Moulmein High school	1	1	...	2	1	2	...	3
Bassein High school	...	...	1	1	...	2	1	3
Prome Municipal High school	...	...	...	...	...	1	1	2
St. Paul's Institution, Rangoon	...	4	...	4	1	4	...	5
St. John's College, S. P. G., Rangoon ...	...	...	1	1	...	...	2	2
Baptist College, Rangoon	...	...	...	...	...	1	...	1
Episcopal Methodist Girls' High school, Rangoon	...	...	...	...	...	2	...	2
St. John's Convent, Rangoon	...	...	...	...	1	1	4	6
St Joseph's Convent, Moulmein	...	...	...	...	...	...	1	1
St. Patrick's school, Moulmein	...	...	...	...	...	...	...	...
Total ...	4	16	6	26	14	35	18	67

The Rangoon Collegiate school again heads the list, securing nearly 60 per cent. of the total passes, a result that reflects great credit on Mr. Wales, the Headmaster of the High Department. The Akyab High school has a heavy falling off, due partly to the closing of the class and dispersal of the pupils, when Akyab was removed from the list of centres for the Entrance examination. But I cannot altogether exempt the Headmaster and those in charge of this class for the failure. It is not creditable.

St. Patrick's school, Moulmein, again has failed to obtain any pass, and is the only unsuccessful school this year.

51. The following tables show the schools from which pupils passed the Entrance and 7th standard examinations during 1892-93 and the previous year:—

Division.	District.	Name of school.	1891-92. Entrance, 9th standard.	1891-92. Middle, 7th standard.	1891-92. Total.	1892-93. Entrance, 9th standard.	1892-93. Middle, 7th standard.	1892-93. Total.
		Government and Municipal Schools.						
Arakan.	Akyab	Municipal High school	4	12	16	2	8	10
	Kyaukpyu	Municipal Middle school	...	4	4	...	3	3
	Sandoway	Municipal school	...	4	4	...	7	7
Pegu.	Rangoon	Collegiate school	14	44	58	40	41	81
	Pegu	Municipal school	...	2	2	...	...	...
	Prome	Municipal school, Paungdè	...	4	4	Reduced to 6th standard.		
		Municipal school, Shwedauug	...	2	2	Reduced to 4th standard.		
		Municipal school, Prome	...	15	15	2	14	16
Irrawaddy.	Thôngwa	Municipal school, Yandoon	...	4	4	...	...	...
	Bassein	Municipal High school	1	9	10	3	4	7
	Henzada	Municipal school, Henzada	...	...	...	...	4	4
		Municipal school, Myanaung	...	5	5	...	4	4
		Municipal school, Kyangin	...	1	1	...	4	4
Tenasserim.	Moulmein	Government High school	2	22	24	3	11	14
		Government Normal school	...	...	...	...	...	...
	Shwegyin	Municipal school	...	5	5	...	3	3
	Tavoy	Municipal school	...	2	2	...	6	6
	Mergui	Municipal school	...	4	4	...	1	1
	Amherst	Municipal school, Thatôn	...	1	1	Reduced to 6th standard.		
		Total	21	140	161	50	110	160
		Registered Aided Schools.						
Arakan.	Akyab	St. Annes' Convent	...	...	...	...	1	1
		St. John's School	...	7	7	...	3	3
Pegu.	Rangoon	St. John's College	1	23	24	2	26	28
		St. John's Convent	...	14	14	6	10	16
		St. Paul's High school	4	13	17	5	18	23
		Episcopal Methodist school	...	3	3	2	4	6
		St. Anthony's school	...	7	7	...	...	...
		Diocesan Girls' school	...	2	2	...	5	5
		Baptist College (Alôn)	...	6	6	1	7	8
		Diocesan Boys' school	...	4	4	...	2	2
		Sgaw Karen school	...	5	5	..	...	...
		A. B. M. Boys' school, 8, Dalhousie street.	...	...	...	...	1	1
		St. Barnabas S. P. G. school	...	3	3	...	1	1
	Hanthawaddy	Burma Boarding school, Insein	...	...	...	...	4	4
Irrawaddy.	Thôngwa	A. B. M. Karen school, Ma-ubin	...	1	1	...	...	...
	Bassein	A. B. M. Pwo Karen school	...	1	1	...	2	2
		A. B. M. Sgaw Karen school	...	2	2	...	10	10
	Henzada	A. B. M. Burmese school	...	1	1	...	3	3
		A. B. M. Karen school	...	2	2	...	3	3
	Thayetmyo	St. Andrew's S. P. G. school	...	6	6	...	3	3
Tenasserim.	Moulmein	St. Joseph's Convent	...	...	...	1	7	8
		St. Patrick's school	...	13	13	...	11	11
		St. Augustine's school	...	9	9	...	5	5
		A. B. M. Boys' school	...	2	2	...	2	2
		Cantonment school	...	1	1	...	2	2
		Eurasian Home school	...	7	7	...	1	1
		St. Mathew's school	...	2	2	...	2	2
		A. B. M. Karen school	...	1	1	...	...	...
	Toungoo	St. Luke's S. P. G. school	...	4	4	...	6	6
		R. C. M. Boys' school	...	4	4	...	3	3
	Tavoy	A. B. M. Karen school	...	...	...	...	2	2
		Total	5	143	148	17	144	161

Vernacular Schools.

District.	Name of school.	1891-92.			1892-93.		
		Entrance, 9th standard.	Middle, 7th standard.	Total.	Entrance, 9th standard.	Middle, 7th standard.	Total.
Moulmein ...	A. B. M. Morton Lane Girls' school ...	...	7	7	...	13	13
Akyab ...	Maung Hla Paw Zan's school ...	...	...	...	...	1	1
	U Gunamezu's Monastic school ...	...	2	2	...	...	...
	Maung Hla Saw Pru's school ...	...	2	2	...	...	...
	Min Saya school	...	2	2	...	...	...
	Government Normal school ...	...	10	10	...	3	3
Tharrawaddy	Maung Myat Tha U's school, Minhla ...	...	...	...	...	1	1
	Maung Naw Tin's school, Kunitywa ...	...	...	...	...	2	2
	Maung Sein's school, Okpo	...	...	...	...	5	5
Thayetmyo ...	U Wilatha's school, Allanmyo	...	...	...	...	1	1
Toungoo ...	U Kalasaya's school ...	...	...	...	...	1	1
	Saya Gywet's school	...	...	...	...	4	4
	Revd. Mr. Johnson's Karen school ...	...	1	1	...	...	...
	Revd. Father Conte's Karen school ...	...	...	..	...	...	...
Prome ...	Maung Aung Doke's school, Padigôn ...	...	1	1	...	1	1
	Maung So's school, Shwędaung ...	...	1	1	...	...	...
Shwegyin	Maung Po Min's school, Pyuntaza ...	...	...	...	...	1	1
	U Thathana's school, Shwegyin ...	...	1	1	...	...	...
Tavoy ...	Maung Shwe Zan's school ...	...	...	...	...	1	1
	Maung Tha Byu's school ...	...	...	...	...	1	1
Rangoon ...	Native Orphanage Convent ...	...	2	2	...	4	4
	U Thelawuntha's school ...	...	2	2	...	...	...
	A. B. M. Girls' school, Kemmendine ...	...	4	4	...	9	9
	Total ...	...	35	35	...	48	48

52. The following tables give the details of the year's work in the three standards which form the lower secondary course in the Anglo-Vernacular and Vernacular schools of the province:—

Government and Municipal Schools, Anglo-Vernacular.

District.	Name of school.	1891-92.				1892-93.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab ...	Municipal High school, Akyab	16	14	12	42	19	17	8	44
Kyaukpyu	Municipal school, Kyaukpyu ...	10	7	4	21	6	10	3	19
	Municipal school, Ramree ...	Abolished.							
Sandoway ...	Municipal school, Sandoway ...	12	5	4	21	10	12	7	29
Rangoon ...	Syndicate High school, Rangoon	78	52	44	174	114	66	41	221
Pegu ...	Municipal school, Pegu ...	7	3	2	12	8	6	...	14
Prome ...	Municipal school, Paungdè ...	7	7	4	18	5	...	...	5
	Municipal school, Shwedaung...	2	3	2	7	Reduced to 4th standard.			
	Municipal school, Prome ...	23	...	15	38	24	28	14	66
Thôngwa	Municipal school, Yandoon ...	...	4	4	8	4	5	...	9
	Municipal school, Pantanaw ...	...	1	...	1	1	...	...	1
Bassein ...	Municipal High school, Bassein	18	23	9	50	20	24	4	48
Henzada	Municipal school, Lemyethna ...	5	...	...	5	Abolished.			
	Municipal school, Henzada ...	6	5	...	11	12	7	4	23
	Municipal school, Myanaung ...	7	5	5	17	4	6	4	14
	Municipal school, Kyangin ...	5	...	1	6	4	...	4	8
Moulmein	Government High school ...	29	14	22	65	36	19	11	66
	Government Normal school ...	13	...	...	13	...	8	...	8
Amherst ...	Municipal school, Thatôn ...	3	...	1	4	8	...	...	8
Shwegyin ...	Municipal school, Shwegyin ...	8	...	5	13	17	10	3	30
Tavoy ...	Municipal school, Tavoy ...	6	3	2	11	12	6	6	24
Mergui ...	Municipal school, Mergui ...	8	6	4	18	5	7	1	13
	Total ...	263	152	140	555	309	231	110	650

Registered Aided Schools, Anglo-Vernacular.

District.	Name of school.	1891-92. V.	VI.	VII.	Total.	1892-93. V.	VI.	VII.	Total.
Akyab ...	St. Anne's Convent ...	1	...	...	1	1	2	1	4
	Akyab Girls' school ...	1	2	...	3	Aboilshed.			
	St. John's school ...	...	...	7	7	5	1	3	9
Rangoon ...	St. John's College, S. P. G.	52	24	23	99	73	57	26	156
	St. Paul's High school ...	27	20	13	60	28	25	18	71
	St. John's Convent High school.	8	7	14	29	17	10	10	37
	Episcopal Methodist Girls' High school.	3	5	3	11	6	4	4	14
	St. Anthony's school ...	17	12	7	36	7	...	...	7
	Diocesan Girls' High school	1	2	2	5	15	2	5	22
	Baptist College (Alôn) ...	10	2	6	18	12	18	7	37
	A. B. M. Boys' school (12, Dalhousie street).	2	...	...	2	5	...	...	5
	Diocesan Boys' High school	5	2	4	11	13	5	2	20
	Lutheran Mission school ...	5	1	...	6	7	1	...	8
	A. B. M. Sgaw Karen school	8	4	5	17	9	7	...	16
	Cantonment school ...	9	4	...	13	6	9	...	15
	St. Barnabas' school, S. P. G.	1	1	3	5	10	5	1	16
	St. Gabriel's S. P. G. ...	5	...	...	5	9	5	...	14
	A. B. M. Boys' school (8, Dalhousie street).	6	1	...	7	3	2	1	6
	St. Phillip's school (No. 22, Brooking street).	...	...	...	...	1	...	...	1
	Old Convent school ...	...	...	...	...	7	...	...	7
	Maduray Pillay's school, registered lately.	Not examined yet.							
Hanthawaddy ...	Burma Boarding school, Insein.	...	...	...	...	3	...	4	7
Thayetmyo ...	St. Andrew's school ...	8	3	6	17	15	8	3	26
	S. P. G. Town school, Allanmyo.	2	...	...	2	Abolished.			
Tharrawaddy ...	R. C. M. school, Thônzè ...	5	...	...	5	Reduced to 4th standard.			
	R. C. M. school, Gyobingauk (registered in 1892-93).	...	...	...	...	3	...	...	3
Prome ...	A. B. M. school ...	3	1	...	4	Abolished.			
Thôngwa ...	A. B. M. Pwo Karen school, Ma-ubin.	5	2	1	8	6	4	...	10
Henzada ...	A. B. M. Burmese school ...	3	3	1	7	3	1	3	7
	A. B. M. Karen school ...	6	6	2	14	12	6	3	21
Bassein ...	St. Peter's Institution ...	2	1	...	3	Reduced to 4th standard.			
	A. B. M. Pwo Karen school	6	5	1	12	4	2	2	8
	A. B. M. Sgaw Karen school	10	15	2	27	15	14	10	39
Moulmein	St. Joseph's Convent school	8	11	...	19	8	10	7	25
	St. Patrick's school ...	24	18	13	55	26	27	11	64
	A. B. M. Boys' school ...	8	3	2	13	10	8	2	20
	Cantonment school ...	1	3	1	5	4	1	2	7
	St. Augustine's S. P. G. school.	7	8	9	24	6	9	5	20
	Eurasian Home school ...	4	...	7	11	6	3	1	10
	St. Mathew's school ...	2	4	2	8	...	2	2	4
	A. B. M. Karen school ...	7	...	1	8	8	7	...	15
Toungoo	St. Luke's S. P. G. school...	7	5	4	16	13	6	6	25
	R. C. M. Boys' school ...	4	9	4	17	...	...	3	3
	St. Joseph's Convent ...	2	...	...	2	...	...	...	...
	A. B. M. Paku Karen school	...	...	...	...	4	...	...	4
Tavoy ...	A. B. M. Karen school ...	3	...	...	3	3	...	2	5
	Total ...	288	184	143	615	383	261	144	788

MIDDLE SCHOOL RESULTS.

53. The 7th Standard examination passes are less than in 1891-92, the falling off being in the Anglo-Vernacular schools, which have only secured 254 passes against 283 last year. This is due, however, to the fact that a supplementary pass list was issued in 1891-92, passing a large number of doubtful cases. This was not done this year. In 1891-92 the number first declared to have passed, *i.e.*, to have passed without grace marks was 175. This year it was 256, so that there has been a decided advance.

Standards V and VI are receiving careful attention. The Middle Departments everywhere are in a much more satisfactory state.

In addition to the Indigenous vernacular schools named in the list, there are several others that in a year or two will probably succeed in reaching Standard VII, without injury to their primary work.

54. The following table shows the attendance and expenditure in Government and Aided Boys' schools of secondary instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st of March.	Average number on the rolls monthly during year.	Average daily attendance.	From Government funds.	From all other sources.	Total.
					Rs.	Rs.	Rs.
High English—							
Maintained by the Department ...	2	1,032	1,007	801	21,359	34,754	56,113
Maintained by Municipal Boards ...	3	734	692	550	25,001	17,113	42,114
Aided under the Grant-in-aid Rules of 1890.	6	2,030	1,926	1,627	19,415	63,487	82,902
Total ...	11	3,796	3,625	2,978	65,775	1,15,354	1,81,129
Middle English—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	13	1,131	1,119	950	38,762	17,907	56,669
Aided under the Grant-in-aid Rules of 1890.	26	2,802	2,985	2,388	14,158	85,093	99,251
Total ...	39	3,933	4,104	3,338	52,920	1,03,000	1,55,920
Middle Vernacular—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1890.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	10	1,060	1,060	1,060	7,581	...	7,581
Total ...	10	1,060	1,060	1,060	7,581	...	7,581
GRAND TOTAL ...	60	8,789	8,789	7,376	1,26,276	18,354	3,44,630

The expenditure shows a net increase of Rs. 8,449 on that of last year. The large decrease of Rs. 18,262 under "Government funds" has been explained in Section I. Under "All other sources" the expenditure has increased by Rs. 26,711, of which fees alone account for Rs. 9,989.

SECTION V.

PRIMARY INSTRUCTION.

55. The following statement gives the statistics of Primary schools including pupils in the Primary Departments of Middle and High schools for the last two years:—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed			
					Upper Primary, Standards III and IV.		Lower Primary, Standards I and II.	
	1891-92.	1892-93.	1891-92.	1892-93	1891-92.	1892-93.	1891-92.	1892-93
Public schools under public management,	25	21	2,003	1,973	681	738	778	755
Public schools under private management.	57	56	5,197	4,858	1,113	1,260	1,476	1,811
Indigenous schools (aided.) Burmese ,,	2,215	1,993	65,477	62,034	1,316	1,517	8,736	10,439
Karen ...	457	474	14,055	14,584	618	751	2,251	3,062
Mahomedan ...	7	8	370	446	3	9	36	56
Total ...	2,761	2,552	87,102	83,895	3,731	4,275	13,277	16,123

The loss of four Anglo-Vernacular public schools under public management is accounted for thus:—

Ramree and Lemyethna schools closed.
Paletwa school transferred to the Vernacular list.
Practising class of Normal school, Moulmein, amalgamated with the Government High school.

Anglo-Vernacular schools under private management have decreased by one owing to—

St. Mark's school, Akyab,
The Burma Boarding school, Insein,
Maduray Pillay's school, Rangoon,
The R. C. school, Gyobingauk,
The A. B. M. school, Wakema,

having been brought on the register, while the following schools were closed:—

The Girls' school, Akyab,
The Young Arakan school, Akyab,
The A. B. M. school, Prome,

and the following transferred to the Vernacular list—

A. B. M. Girls' school, Kemmendine.
A. B. M. Morton Lane Girls' school, Moulmein.
Old Convent Vernacular, Rangoon.

Indigenous Vernacular schools have decreased by 204 and the attendance by 2,838, owing chiefly to the removal from this list of a large number of inefficient schools. The most noticeable decrease is in the Irrawaddy Division, comprising the districts of Thôngwa, Henzada, Bassein, and Thayetmyo, which shows a decrease of 292 schools and 5,079 pupils. In the Thayetmyo district it was found necessary to remove 302 schools with an attendance of 5,303 pupils on account of inefficiency. These belonged to the townships that were taken from Upper Burma and added to the Thayetmyo district. Instead therefore of there being any decline in primary education, the difference of 2,465 pupils between the general indicated decrease for the whole of Lower Burma and that for the Thahaymoo district really represents the extent to which primary education has advanced during the year under report. Karen schools have increased in number and are better attended than before. Mahomedan schools show little change.

A.—NON-INDIGENOUS SCHOOLS.

56. The following paragraphs give details regarding the schools referred to.

Arakan Division.

Registered schools show a decrease of 1, St. Mark's school having been placed on the list, while the Akyab Girls' school and the Young Arakan school have been closed.

The number of full passes gained was as below:—

Class of institution.	FULL PASSES.									
	1891-92.					1892-93.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools	68	84	57	35	244	38	63	87	41	229
In registered Aided schools ...	15	10	1	2	28	20	15	14	7	56
Total ...	83	94	58	37	272	58	78	101	48	285

The following are the details for the foregoing schools:—

Government and Municipal.

Division.	District.	Name of school.	FULL PASSES.									
			1891-92.					1892-93.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Arakan.	Akyab	Government High school.	18	35	33	21	107	17	27	49	28	121
		Government Practising.	10	10	4	...	24	5	4	3	...	12
	Hill Tracts.	Government Primary school, Paletwa.	4	1	2	...	7	Transferred to Indigenous schools.				
	Kyaukpyu	Municipal school ...	21	20	9	4	54	6	20	21	7	54
		Municipal school, Ramree	5	3	2	...	10	Closed.				
	Sandoway.	Municipal school ...	10	15	7	10	42	10	12	14	6	42
		Total ...	68	84	57	35	244	38	63	87	41	229

The Akyab High school and the Kyaukpyu Municipal school continue to do well.

The Government Practising school is full, in both the Mahomedan and Burmese Departments, but the passes were not so numerous as last year. This is the first year of examination under the new rules, and Vernacular training schools have suffered from not having the text-books in the Vernacular.

The Primary school at Paletwa has been transferred to the Indigenous school list.

The Sandoway and Kyaukpyu Municipal schools continue to do well.

The Ramree school has been closed for want of support. The state of education in this town reflects little credit on the people.

The following are the figures for the Aided schools:—

Division.	District.	Name of school.	Full passes. 1891-92. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Arakan.	Akyab	Girls' school ...	1	3	1	1	6	Abolished.				
		St. Anne's Convent ...	14	7	...	1	22	6	7	6	2	21
		St. John's school ...	...	...	...	...	...	8	5	5	4	22
		St. Mark's school ...	...	...	...	...	...	6	3	3	1	13
		Young Arakan school ...	Not examined.					Closed in December 1892.				
		Total ...	15	10	1	2	28	20	15	14	7	56

The Akyab Girls' school was finally closed in August 1892 and its pupils compelled to seek admission in other schools.

St. John's school, although registered late in 1891-92, was not examined till February 1893. The school has some promise of success.

St. Mark's school was registered at the commencement of the year, and is a Church of England school, under the management of Revd. J. H. Nodder, the Chaplain. Its condition is unsatisfactory owing, first, to the want of a proper building and, second, to the frequent changes of teachers.

Pegu Division.

The American Baptist Mission school, Prome, has been closed; but new schools have been opened by Maduray Pillay in Rangoon and by the Roman Catholic Mission at Gyobingauk. The Burma Boarding school at Insein was registered during the year.

The number of full passes was as follows —

Class of institution.	1891-92. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
In Government and Municipal schools	129	166	134	159	588	99	171	146	161	577
In registered Aided schools ...	378	332	329	277	1,316	505	422	334	313	1,574
Total ...	507	499	463	436	1,904	604	593	480	474	2,151

Government and Municipal schools have gained full passes as below:—

Division.	District.	Name of school.	Full passes. 1891-92. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu.	Rangoon	Municipal Boys' school...	57	91	79	91	318	54	90	98	117	359
		Municipal Girls' school...	26	10	4	4	44	11	31	9	4	55
	Pegu ...	Municipal school ...	8	6	1	2	17	22	24	10	5	61
	Prome	Municipal school ...	14	38	29	51	132	2	11	16	23	52
		Municipal school, Paungdè.	22	17	17	7	63	7	9	11	7	34
		Municipal school, Shwedaung.	2	4	4	4	14	3	6	2	5	16
		Total ...	129	166	134	159	588	99	171	146	161	577

The Primary Department of the Rangoon Collegiate school and the Municipal Girls' school show progress.

Pegu Municipal school has improved under its present Headmaster. There is, however, still much room for improvement all round in this school.

The Municipal school, Paungdè, has fallen off largely, owing to the reduction in the teaching staff.

The following are the details of the passes in the Registered schools:—

Division.		District.	Name of school.	Full passes. 1891-92. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu.	1	Rangoon	St. Paul's High school	36	40	39	23	137	78	50	58	59	245
	2		St. John's College, S. P. G. ...	21	40	45	76	182	27	36	48	58	169
	3		Diocesan Boys' school	...	18	20	5	43	9	18	21	20	68
	4		Diocesan Girls' school	18	7	10	13	48	8	11	20	12	51
	5		St. John's Convent	10	15	15	18	58	18	27	20	24	89
	6		Old Convent Anglo-Vernacular school ...	14	9	7	8	38	20	8	6	6	40
	7		Native Orphanage Convent... ...	13	10	11	10	44	Transferred to Indigenous schools.				
	8		St. Anthony's Tamil school ...	36	27	49	29	141	9	11	10	13	43
	9		St. Gabriel's S. P. G.	8	1	9	12	30	21	15	4	8	48
	10		Lutheran Mission	11	10	6	9	36	11	10	7	8	36
	11		A. B. M. Anglo-Tamil, 36th street ...	...	4	2	...	6	5	5	3	...	13
	12		Cantonment (Tamil) school ...	25	16	3	4	48	12	5	16	...	33
	13		St. Mary's S. P. G. school	45	5	6	...	56	34	19	5	3	61
	14		Episcopal Methodist Anglo-Vernacular Girls' school.	7	5	2	5	19	27	18	14	5	64
	15		Episcopal Methodist Mission Vernacular school.	29	2	2	...	33	8	9	...	...	17
	16		A. B. M. Boys' school, 12, Dalhousie street.	6	18	9	2	35	22	6	12	13	53
	17		St. Michael's S. P. G. Boys' school ...	13	4	5	2	24	41	24	5	5	75
	18		A. B. M. Burmese Girls' school, Kemmendine.	7	8	7	5	27	Transferred to Indigenous schools.				
	19		St. Barnabas' S. P. G. Boys' school ...	10	17	7	16	50	22	11	10	7	50
	20		Bishop's Home for Girls	...	...	...	...	...	4	3	1	...	8
	21		A. B. M. Sgaw Karen school ...	9	26	42	14	91	42	52	43	41	178
	22		A. B. M. Boys' school (8, Dalhousie street.)	1	4	7	11	23	3	4	...	6	13
	23		A. B. M. Anglo-Vernacular school, Lammadaw.	18	15	5	7	45	33	43	12	6	94
	24		St. Philip's school, Botataung ...	7	4	5	3	19	8	3	1	3	15
	25		Maduray Pillay, Soolay Pagoda road ...	Not examined.									
	20	Hanthawaddy	Anglo-Vernacular Railway Tamil school, Insein.	New school.					12	5	...	...	17
	27		Burma Boarding school, Insein ...	...	...	...	...	...	2	2	4	5	13
	28	Tharrawaddy	R. C. M. school, Gyobingauk ...	...	...	...	...	...	3	7	3	5	18
	29		A. B. M. school, Zigon ...	9	2	5	3	19	8	5	3	...	16
	30		R. C. M. school, Thonzè	9	5	4	2	20	14	6	3	3	26
	31		A. B. M. Anglo-Vernacular school, Gyobingauk.	9	6	1	1	17	4	9	5	3	21
	32	Prome ...	A. B. M. school	7	14	6	...	27	Abolished.				
			Total ...	378	332	329	277	1,316	505	422	334	313	1,574

Many of the schools show marked improvement, especially St. Paul's High school; while St. John's College and St. Anthony's Tamil school show a falling off; in the latter owing to difficulties with the teaching staff, resulting in the establishment of a rival school, which temporarily at any rate drew away many pupils by sadly unfair means. Its recovery will be a matter of time.

The Cantonment Tamil school has been badly managed and has suffered accordingly. It has now passed under the management of Maduray Pillay, the proprietor of the new school referred to above. The result of the change remains to be seen.

The Episcopal Methodist Anglo-Vernacular Girls' High school shows improvement.

St. Michael's S. P. G., Kemmendine, has, under better management, made progress, but is sadly in need of better accommodation.

St. Barnabas' S. P. G., Pazundaung, shows no improvement, and towards the end of the year was in a critical condition owing to bad management. Until provided with a better building and an efficient staff, its progress must be doubtful.

The A. B. M. Sgaw Karen school has made good progress, and should now do well. It is a matter for regret that its new building is still incomplete.

The A. B. M. Boys' school for European children, 8, Dalhousie street, has again fallen off. I fear no improvement can be looked for under present conditions. It is much to be regretted that so good a school as this undoubtedly at one time was, should have fallen so low.

The new school of Maduray Pillay, established under very shady circumstances indeed, has now been registered after a very careful scrutiny, and a remodelling in conformity with the rules, and under a guarantee from the present proprietor. It is at present well attended, but has not as yet been examined. Its progress will be carefully watched.

Of the schools outside Rangoon, the Burma Boarding school, Insein, for European children, is doing fairly well.

The others appear to meet local wants and may improve.

The A. B. M. school, Prome, has severed its connection with the Department, but is still being carried on after a fashion.

Irrawaddy Division.

By the closing of the Lemyethna school, Municipal schools have been reduced by 1 to 6.

Registered Aided schools remain as before. A new school has been opened by the Baptist Mission at Wakema, but the S. P. G. school at Allanmyo has been closed.

Full passes were gained as below.

Class of institution.	Full passes.									
	1891-92.					1892-93.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	85	93	72	56	306	116	98	78	64	356
In registered Aided schools ...	124	135	106	81	446	188	191	138	122	639
Total ...	209	228	178	137	752	304	289	216	186	995

The following are the figures for each Municipal school:—

Division.		District.	Name of school.	Full passes. 1891-92. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy.	1	Thôngwa	Municipal school, Yandoon ...	19	12	9	5	45	29	20	15	10	74
	2	Thôngwa	Municipal school, Pantanaw ...	8	11	2	1	22	5	6	7	2	20
	3	Bassein	Municipal school, Bassein ...	19	36	43	15	113	24	28	31	35	118
	4	Henzada	Municipal school, Henzada ...	27	22	5	12	66	48	28	16	11	103
	5	Henzada	Municipal school, Myanaung ...	5	4	7	16	32	9	14	4	5	32
	6	Henzada	Municipal school, Kyangin ...	7	4	4	7	22	1	2	5	1	9
	7	Henzada	Municipal school, Lemyethna ...	...	4	2	...	6	Abolished.				
			Total ...	85	93	72	56	306	116	98	78	64	356

The Yandoon school again changed hands during the year. Its present Headmaster, Mr. Culloden, is doing his utmost for its improvement.

At Pantanaw there is no improvement to report. The place itself is really not in need of an Anglo-Vernacular school, Yandoon being within easy reach.

Henzada has now a new building and steady progress should be maintained.

Myanaung school shows progress in some standards, but has suffered from changes in the teaching staff. In future, owing to want of funds, it will provide primary instruction only.

Kyangin school has been badly managed, and the Primary department sacrificed in favour of the few boys receiving secondary instruction. As the people of the place altogether disapprove of the fee system, it is doubtful whether it should be kept open any longer. If it is maintained, it should be a Primary school.

The following are the details of the passes for the Aided schools:—

Division.		District.	Name of school.	Full passes. 1891-92. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy.	1	Bassein	A. B. M. Sgaw Karen school ...	37	50	47	17	151	43	63	50	51	207
	2	Bassein	A. B. M. Pwo Karen school ...	15	12	6	2	35	10	19	10	6	45
	3	Bassein	St. Peter's Institution ...	11	14	5	3	33	10	16	9	7	42
	4	Thayetmyo	St. Andrew's S. P. G. school, Thayetmyo	14	18	19	24	75	38	20	25	19	102
	5	Thayetmyo	S. P. G. Town school, Allanmyo ...	3	4	5	10	22	Closed.				
	6	Thôngwa	A. B. M. Pwo Karen school, Ma-ubin ...	14	13	12	6	45	19	13	13	11	56
	7	Thôngwa	Anglo-Vernacular Town school, Ma-ubin	New school.					34	13	5	6	58
	8	Thôngwa	Anglo-Vernacular school, Wakema ...						14	9	...	...	23
	9	Henzada	A. B. M. Karen school ...	17	17	11	15	60	4	20	19	14	57
	10	Henzada	A. B. M. Burmese school ...	13	7	1	4	25	16	18	7	8	49
			Total ...	124	135	106	81	446	188	191	138	122	639

The A. B. M. Sgaw Karen school, Bassein, the Pwo Karen schools at Bassein and Ma-ubin, St. Andrew's school, Thayetmyo, and a few others show progress. The others have not done so well and the new schools at Ma-ubin and Wakema have been too recently started to show results.

St. Peter's R. C. school, Bassein, has improved under better management, and shows some promise.

The A. B. M. Karen school at Henzada has done fairly well. It is very carefully managed.

The A. B. M. Burmese school, Henzada, is also prospering and bids fair to increase in size and efficiency.

Tenasserim Division.

Government and Municipal schools have fallen from 7 to 5, the Practising class of the Normal school having been absorbed by the combined High and Normal schools; and the school at Kawkareik has been closed.

Registered Aided schools are as before 16. The A. B. M. English school, Toungoo, has been closed, but an Anglo-Vernacular school under native management in the Dinwunquin quarter, Moulmein, has been placed on the list.

The number of full passes gained was as follows:—

Class of institution.	Full passes.									
	1891-92.					1892-93.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	58	95	95	73	321	81	89	85	76	331
In registered Grant-in-aid ...	280	201	186	131	798	247	223	158	174	802
Total ...	338	296	281	204	1,119	328	312	243	250	1,133

For Government and Municipal schools the figures are as follows:—

Division.		District.	Name of school.	Full passes.									
				1891-92.					1892-93.				
				Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
				I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim.	1	Moulmein ...	Government High school	11	30	40	24	105	10	25	35	36	106
	2		Practising school	...	...	2	...	2	Amalgamated with High school.				
	3	Amherst ...	Municipal school, Thatôn	14	16	9	7	46	19	18	9	7	53
	4		Municipal school, Kawkareik ...	...	2	4	6	12	Abolished				
	5	Shwegyin ...	Municipal school	18	19	12	11	60	17	16	17	13	63
	6	Tavoy ...	Municipal school	1	13	18	16	48	16	11	10	11	48
	7	Mergui ...	Municipal school	14	15	10	9	48	19	19	14	9	61
			Total ...	58	95	95	73	321	81	89	85	76	331

The Primary Department of the High and Normal schools has improved, though the passes are not more numerous than in 1891-92.

The little school at Kawkareik has been closed, the Town Committee being unable to bear the cost of keeping it up.

The following are the results of the year's work in the Aided schools:—

Division.		District.	Name of school.	Full passes.									
				1891-92.					1892-93.				
				Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
				I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim	1	Moulmein ...	St. Augustine's S. P. G. school ...	17	7	16	3	43	15	19	11	25	70
	2		St. Joseph's Convent school ...	14	6	14	10	44	9	21	11	11	52
	3		St. Patrick's R. C. M. school ...	54	40	70	31	195	64	62	43	68	237
	4		St. Mathew's Church of England ...	1	4	...	3	8	3	1	3	1	8
	5		A. B. M. Morton Lane school ...	13	9	4	9	35	Transferred to the list of Indigenous schools.				
	6		A. B. M. Eurasian Home school ...	3	10	5	6	24	5	4	10	5	24
	7		A. B. M. Tamil school	4	2	4	3	13	13	3	3	2	21
	8		A. B. M. Karen school	18	27	14	11	70	5	11	9	12	37
	9		Cantonment school	6	7	6	4	23	5	6	6	6	23
	10		A. B. M. Boys' school	14	12	12	11	49	19	19	17	10	65
	11		Anglo-Vernaculer Town school, Dinwunquin.	New school; not examined yet.									
	12	Toungoo ...	St. Luke's S. P. G. school	54	27	18	20	119	47	27	13	14	101
	13		R. C. M. Boys' school	10	25	6	4	45	12	15	14	9	50
	14		St. Joseph's convent	12	3	1	...	16	2	1	1	...	4
	15		Paku Karen school	25	11	7	6	49	25	16	10	8	59
	16	Tavoy	A. B. M. Karen school	35	11	9	10	65	23	18	7	3	51
			Total ...	280	201	186	131	798	247	223	158	174	802

Some of the schools show considerable improvement, while in others there has been more or less falling off. The results for this year, however, show in the aggregate an advance on last year's figures.

St. Mathew's Church of England school shows little vitality ; whether it can be maintained is a matter of some doubt.

Morton Lane Girls' school has been transferred to the list of Indigenous schools.

The A. B. M. Tamil school is beginning to show some signs of improvement.

The A. B. M. Karen school has greatly fallen off in efficiency.

The Cantonment school under Miss Gordon well maintains its position.

The Anglo-Vernacular school, Dinwunquin, has not yet been examined. It is an indigenous school of long standing, in which English has been taught. It meets a want felt in the outlying quarter where it is situated, and properly regulated may do useful work. It is now registered as an Anglo-Vernacular school.

In Toungoo, the R. C. M. Boys' school has not greatly changed, and its position as a 7th standard school is somewhat precarious.

St. Joseph's Convent school has fallen off very much and does not appear likely to improve.

In Tavoy, the A. B. M. school for Karens has not done as well as it ought. Passes have fallen off.

Statistical Summary of Indigenous Burmese Schools for the year ending the 31st March 1893.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed Middle school examination (Standards V, VI, & VII.) Boys.	Girls.	Upper Primary examination (Standards III & IV.) Boys.	Girls.	Lower Primary examination (Standards I & II.) Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Result-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic ...	45	10	11	44	1,178	15	1,193	28	842	15	...	...	12	...	203	6	...	2,698	980	3,678	581	3,097	...	16	336	...	63·64
		Lay ...	23	2	4	21	770	216	986	19	744	216	2	...	50	...	264	58	...	2,822	2,798	5,620	1,752	3,868	...	2	26	...	90·48
		Total ...	68	12	15	65	1,948	231	2,179	47	1,586	231	2	...	62	...	467	64	...	5,520	3,778	9,298	2,333	6,965	...	18	362	...	72·31
	Northern Arakan.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	1	...	1	6	...	6	1	6	...	...	...	1	...	5	...	...	...	...	...	...	...	...	...	...	...	100·00
		Total ...	...	1	...	1	6	...	6	1	6	...	...	...	1	...	5	...	...	...	...	...	...	...	...	...	...	...	100·00
	Kyaukpyu	Monastic ...	10	1	2	9	212	...	212	3	91	...	...	..	...	...	22	...	...	425	...	425	45	380	...	6	121	...	33·33
		Lay ...	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	161	...	161	144	17	...	...	...	...	...
		Total ...	13	1	5	9	212	...	212	3	91	...	...	...	...	...	22	...	...	586	...	586	189	397	...	6	121	...	33·33
	Sandoway	Monastic ...	11	9	10	10	193	...	193	5	84	...	...	...	...	...	7	...	...	...	...	...	...	...	...	5	109	...	50·00
		Lay ...	9	...	1	8	264	81	345	8	264	81	4	...	29	3	108	23	468	527	515	1,510	820	690	...	...	...	...	100·00
		Total ...	20	9	11	18	457	81	538	13	348	81	4	...	29	3	115	23	468	527	515	1,510	820	690	...	5	109	...	72·22
Pegu.	Rangoon Town.	Monastic ...	13	1	1	13	376	...	376	5	216	...	4	...	12	...	51	...	...	...	812	812	372	440	...	8	160	...	38·46
		Lay ...	53	7	4	56	2,508	1,517	4,025	54	2,450	1,486	3	4	155	59	815	460	...	...	10,923	10,923	5,135	4,688	100	2	58	31	96·43
		Total ...	66	8	5	69	2,884	1,517	4,401	59	2,666	1,486	7	4	167	59	866	460	...	...	11,735	11,735	6,507	5,128	100	10	218	31	85·51
	Hanthawaddy	Monastic ...	144	18	21	141	3,439	45	3,484	16	503	45	...	...	10	...	147	8		897	...	897	497	400	...	125	2,936	...	11·35
		Lay ...	27	6	9	24	753	434	1,187	18	669	360	...	...	47	3	236	108	...	4,843	...	4,843	1,484	3,359	...	6	84	74	75·00
		Total ...	171	24	30	165	4,192	479	4,671	34	1,172	405	...	...	57	3	383	116	...	5,740	...	5,740	1,981	3,759	...	131	3,020	74	20·61
	Pegu	Monastic ...	96	113	19	190	4,740	11	4,751	41	1,221	11	...	...	...	...	354	4	...	1,188	...	1,188	966	222	...	149	3,519	...	21·58
		Lay ...	74	39	13	100	1,983	1,450	3,433	63	1,500	1,039	3	...	71	12	521	327	...	7,957	1,016	8,973	4,660	4,313	...	37	483	411	63·00
		Total ...	170	152	32	290	6,723	1,461	8,184	104	2,721	1,050	3	...	71	12	875	331	...	9,145	1,016	10,161	5,626	4,535	...	186	4,002	411	35·86
	Tharrawaddy	Monastic ...	95	16	56	55	1,489	..	1,489	28	874	...	...	...	4	...	207	...	...	1,145	335	1,480	880	600	...	27	615	...	50·91
		Lay ...	66	28	21	73	1,893	697	2,595	44	1,426	447	26	1	70	...	458	130	...	6,052	1,332	7,384	3,556	3,775	53	29	472	250	60·27
		Total ...	101	44	77	128	3,387	697	4,084	72	2,300	447	26	1	74	...	725	130	...	7,197	1,667	8,864	4,436	4,375	53	56	1,087	250	56·25
	Prome	Monastic ...	214	44	32	220	6,252	...	6,252	13	425	...	...	...	...	...	43	...	...	122	126	248	248	...	...	213	5,827	...	5·75
		Lay ...	40	1	6	35	1,215	439	1,654	26	1,078	372	10	...	135	5	401	125	440	1,960	7,056	9,456	3,514	5,942	...	9	137	67	74·29
		Total ...	254	45	38	261	7,467	439	7,906	39	1,503	372	10	...	135	5	444	125	440	2,082	7,182	9,704	3,762	5,942	...	222	5,964	67	14·94
Irrawaddy.	Bassein	Monastic ...	142	13	17	143	3,070	...	3,070	13	517	...	10	.	39	...	196	...	...	2,147	942	3,089	680	2,400	...	130	2,553	...	9·09
		Lay ...	41	8	12	37	957	407	1,364	28	813	305	...	...	83	8	270	86	...	2,131	3,418	5,549	2,429	3,120	...	9	144	102	75·68
		Total ...	183	26	29	180	4,027	407	4,434	41	1,330	305	10		122	8	466	86	...	4,278	4,360	8,638	3,118	5,520	...	139	2,697	102	22·78
	Thongwa	Monastic ...	247	58	61	244	4,801	13	4,814	23	657	...	...	...	...	...	154	...	...	366	52	418	418	...	...	221	4,144	13	9·43
		Lay ...	78	17	19	76	1,975	966	2,942	55	1,650	820	...	...	71	12	548	243	...	4,854	3,551	8,405	3,715	4,690	...	21	326	146	72·37
		Total ...	325	75	80	320	6,777	979	7,756	78	2,307	820	...	...	71	12	702	243	...	5,220	3,603	8,823	4,133	4,690	...	242	4,479	159	24·38

Statistical Summary of Indigenous Burmese Schools for the year ending the 31st March 1893—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle school examination (Standards V, VI, & VII.) Boys.	Girls.	Upper Primary examination (Standards III & IV.) Boys.	Girls.	Lower Primary examination (Standards I & II.) Boys.	Girls.	Direct expenditure from public funds: Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23: Result grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Percentage of aided scholars to total aided and unaided scholars.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—concld.	Henzada	Monastic	44	25	1	68	2,218	...	2,218	30	1,211	...	...	...	23	...	346	...	...	1,827	304	2,191	1,107	1,084	...	38	1,007	...	44·12
		Lay	48	8	14	42	1,270	698	1,968	30	1,063	551	...	...	105	9	377	178	...	2,451	5,148	7,599	2,735	4,694	180	13	237	147	71·43
		Total	92	33	15	110	3,488	698	4,186	60	2,274	551	...	...	129	9	723	178	...	4,278	5,512	9,790	3,832	5,778	180	50	1,244	147	54·55
	Thayetmyo	Monastic	335	5	294	96	1,707	...	1,707	13	339	...	...	...	8	...	77	...	...	345	602	947	234	709	...	83	1,368	...	13·54
		Lay	35	3	16	22	524	296	820	16	453	263	6	...	37	9	124	57	...	2,372	1,172	3,544	982	2,562	...	6	71	33	72·73
		Total	420	8	310	118	2,231	296	2,527	29	792	263	6	...	45	9	201	57	...	2,717	1,774	4,491	1,220	3,271	...	89	1,439	33	24·58
	Moulmein town.	Monastic	6	...	...	6	317	...	317	6	317	...	...	...	24	...	102	...	1,117	...	...	1,117	547	570	...	...	...	...	100·00
		Lay	22	7	7	22	870	638	1,508	22	870	638	5	...	37	14	412	186	4,241	...	...	4,241	2,671	1,570	...	...	...	...	100·00
		Total	28	7	7	28	1,187	638	1,825	28	1,187	638	5	...	61	14	514	186	5,358	...	...	5,358	3,218	2,140	...	...	...	...	100·00
	Amherst	Monastic	22	8	3	27	1,091	...	1,091	27	1,091	...	...	...	20	...	285	...	...	3,205	26	3,231	919	2,312	...	...	...	...	100·00
		Lay	20	3	6	17	494	302	796	17	404	302	2	...	11	1	142	75	...	1,865	797	2,662	1,720	932	...	...	...	...	100·00
		Total	42	11	9	44	1,585	302	1,887	44	1,585	302	2	...	31	1	427	75	...	5,070	813	5,883	2,639	3,244	...	...	...	...	100·00
Tenasserim.	Tavoy	Monastic	4	...	...	4	244	...	244	4	244	...	...	...	11	...	55	...	...	584	...	584	270	314	...	...	...	...	100·00
		Lay	14	6	1	19	715	301	1,016	19	715	301	16	3	65	15	231	83	...	1,573	2,587	4,159	2,079	2,080	...	...	...	...	100·00
		Total	18	6	1	23	959	301	1,260	23	959	301	16	3	76	15	286	88	...	2,156	2,587	4,743	2,349	2,394	...	...	...	...	100·00
	Mergui	Monastic	3	1	1	3	186	...	186	3	186	...	...	...	...	...	27	...	...	360	137	497	137	360	...	...	...	...	100·00
		Lay	6	1	1	6	217	103	320	6	217	103	...	...	20	2	81	46	...	108	1,176	1,284	1,104	180	...	...	...	...	100·00
		Total	9	2	2	9	403	103	506	9	403	103	...	...	20	2	108	46	...	468	1,313	1,781	1,241	540	...	...	...	...	100·00
	Shwegyin	Monastic	36	26	13	49	1,864	...	1,864	19	703	...	...	...	24	...	257	...	...	545	370	924	524	400	...	30	1,071	...	38·78
		Lay	29	19	16	29	963	440	1,403	26	933	399	10	...	131	2	312	124	...	3,117	4,115	7,232	3,602	3,570	...	3	60	41	89·66
		Total	62	45	29	78	2,827	440	3,267	45	1,636	399	10	...	155	2	569	124	...	3,662	4,485	8,156	4,186	3,970	...	33	1,131	41	57·69
	Toungoo	Monastic	104	1	34	71	2,125	14	2,139	17	597	14	7	...	22	...	103	4	...	931	1,081	2,012	702	1,250	...	54	1,523	...	23·04
		Lay	9	2	5	6	299	106	405	6	269	106	9	...	33	2	77	25	...	463	1,038	1,501	941	850	...	...	...	...	1·00
		Total	113	3	39	77	2,424	120	2,544	23	866	120	16	...	55	2	180	29	...	1,464	2,600	3,473	1,643	2,130	...	54	1,523	...	29·87
	Salween	Monastic	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1892-93 ...	Monastic	1,021	354	576	1,399	35,502	68	35,670	224	10,221	65	21	...	203	...	2,110	22	1,117	10,358	5,778	23,768	9,110	14,560	...	1,105	25,394	13	21·02
		Lay	594	158	152	584	17,282	3,091	20,773	455	15,011	7,779	99	8	1,152	150	4,552	2,329	5,149	43,275	4,760	95,030	43,793	50,940	523	130	2,908	1,302	77·10
		Total	2,215	512	734	1,983	53,184	9,159	62,743	752	25,232	7,874	117	8	1,355	156	6,663	2,351	6,266	60,110	52,538	1,18,734	52,933	65,468	533	1,241	27,362	1,315	37·72
	For 1891-92 ...		2,304	475	504	2,215	57,923	7,733	65,656	753	25,239	6,747	89	6	1,265	111	6,197	1,819	6,395	65,505	5,137	1,20,335	49,240	80,032	443	1,450	32,525	1,020	34·27
	For 1892-93 ...	Increase	...	37	170	...	...	1,426	...	...	424	1,127	28	2	170	45	1,161	542	129	...	...	11,611	3,694	1,128	115	...	...	2·73	3·40
		Decrease	...	...	222	...	4,739	...	93	7	...	...	...	...	...	...	...	...	...	5,395	4,637	...	...	...	...	215	5,163	...	

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION — Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Attendance: Number of schools.	Average Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic ...	10	...	...	10	192	...	192	...	...	...
		Lay ...	42	3	...	45	979	401	1,380	27	703	301
		Total ...	52	3	...	55	1,171	401	1,572	27	703	301
	Pegu	Monastic ...	3	...	...	3	74	...	74	...	...	...
		Lay ...	35	1	...	36	768	407	1,175	23	585	328
		Total ...	38	1	...	39	842	407	1,249	23	585	328
	Tharrawaddy	Monastic ...	4	...	3	1	29	...	29	...	...	...
		Lay ...	25	1	...	26	644	240	884	19	531	203
		Total ...	29	1	3	27	673	240	913	19	531	203
Irrawaddy.	Bassein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	102	12	3	111	1,986	1,403	3,389	91	1,753	1,255
		Total ...	102	12	3	111	1,986	1,403	3,389	91	1,753	1,255
	Thongwa	Monastic ...	1	2	1	2	40	...	40	...	...	...
		Lay ...	86	14	6	94	1,697	939	2,636	60	1,214	688
		Total ...	87	16	7	96	1,737	939	2,676	60	1,214	688
	Henzada	Monastic ...	1	...	...	1	17	...	17	1	17	...
		Lay ...	40	6	3	43	778	438	1,216	36	709	394
		Total ...	41	6	3	44	795	438	1,233	37	726	394
Tenasserim.	Amherst	Monastic ...	25	2	6	21	811	...	811	20	772	...
		Lay ...	24	4	5	23	522	301	823	23	522	301
		Total ...	49	6	11	44	1,333	301	1,634	43	1,294	301
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	7	1	5	3	41	29	70	3	41	29
		Total ...	7	1	5	3	41	29	70	3	41	29
	Mergui	Monastic ...	1	...	...	1	36	..	36	...	...	...
		Lay ...	8	1	...	9	119	108	227	8	106	96
		Total ...	9	1	...	10	155	108	263	8	106	96
	Shwegyin	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	9	7	3	13	281	127	408	13	281	127
		Total ...	9	7	3	13	281	127	408	13	281	127
	Toungoo	Monastic ...	...	5	5	..	...	...	...	...	...	...
		Lay ...	32	2	4	30	893	376	1,269	30	893	376
		Total ...	32	7	9	30	893	376	1,269	30	893	376
	Salween	Monastic ...	1	...	1	...	...	...	...	...	...	...
		Lay ...	1	1	...	2	32	14	46	2	32	14
		Total ...	2	1	1	2	32	14	46	2	32	14
	For 1892-93	Monastic ...	46	9	16	39	1,199	...	1,199	21	789	...
		Lay ...	411	53	29	435	8,740	4,783	13,523	335	7,370	4,099
		Total ...	457	62	45	474	9,939	4,783	14,722	356	8,159	4,099
	For 1891-92 ...	.....	450	46	39	457	9,553	4,629	14,182	311	7,003	3,740
	For 1892-93	Increase ...	7	16	6	17	386	154	540	45	1,156	359
		Decrease ...	...	...	...	...	...	...	...	...	...	...

Statistical Summary of Mahomedan Schools

Arakan.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	5	2	1	6	201	11	212	4	161	11
		Total ...	5	2	1	6	201	11	212	4	161	11
Pegu.	Rangoon Town	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	2	...	...	2	171	63	234	2	171	63
		Total ...	2	...	...	2	171	63	234	2	171	63
	For 1892-93	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	7	2	1	8	372	74	446	6	332	74
		Total ...	7	2	1	8	372	74	446	6	332	74
	For 1891-92 ...	.....	24	2	19	7	328	42	370	7	328	42
	For 1892-93	Increase ...	...	...	...	1	44	32	76	...	4	32
		Decrease ...	17	...	18	...	...	...	...	1	...	...

for the year ending the 31st March 1893.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle school examination (Standards V, VI, & VII.		*Upper Primary examination (Standards III & IV.)*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column No. 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Result-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	10	192	...	...
...	...	74	18	192	74	...	5,877	...	5,877	1,533	4,344	...	18	276	93	60·00
...	...	74	18	192	74	...	5,877	...	5,877	1,533	4,344	...	28	468	93	49·09
...	...	...	...	...	...	...	...	...	...	...	...	...	3	74	...	...
...	...	51	21	199	96	...	4,458	...	4,458	1,662	2,796	...	13	183	79	63·89
...	...	51	21	199	96	...	4,458	...	4,458	1,662	2,796	...	16	257	79	58·97
...	...	...	...	...	...	...	...	...	...	...	...	...	1	29	...	...
1	3	56	16	115	43	...	2,973	...	2,973	1,725	1,248	...	7	113	37	73·08
1	3	56	16	115	43	...	2,973	...	2,973	1,725	1,248	...	8	142	37	70·37
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	73	49	410	190	...	9,814	...	9,814	4,462	5,352	...	20	233	148	81·98
2		73	49	410	190	...	9,814	...	9,814	4,462	5,352	...	20	233	148	81·98
...	...	...	...	...	...	...	...	...	...	...	...	...	2	40	...	...
7	...	83	33	443	164	...	8,143	...	8,143	3,745	4,398	...	34	483	271	63·83
7	...	83	33	443	164	...	8,143	...	8,143	3,745	4,398	...	36	523	271	62·50
...	...	...	...	4	...	...	14	...	14	14	...	...	...	...	...	100·00
6	...	52	24	245	85	...	4,408	...	4,408	2,108	2,300	...	7	69	44	83·72
6	...	52	24	249	85	..	4,422	...	4,422	2,122	2,300	...	7	69	44	84·09
...	...	4	...	89	...	...	117	49	166	142	24	...	1	39	...	95·24
...	...	62	23	177	101	...	3,591	185	3,776	1,755	2,021	...	...	...	...	100·00
...	...	66	23	266	101	...	3,708	234	3,942	1,897	2,045	...	1	39	...	97·73
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8	9	...	163	252	415	163	252	...	...	...	...	100·00
...	...	...	...	8	9	...	163	252	415	163	252	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	1	36	...	...
...	...	3	3	24	29	...	523	...	523	211	312	...	1	13	12	88·89
...	...	3	3	24	29	...	523	...	523	211	312	...	2	49	12	80·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	23	7	42	31	...	321	645	966	654	312	...	...	...	...	100·00
5	...	23	7	42	31	...	321	645	966	654	312	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	57	19	219	60	...	1,576	1,621	3,197	1,319	1,878	...	...	...	...	100·00
...	...	57	19	219	60	...	1,576	1,621	3,197	1,319	1,878	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9	4	...	34	...	34	34	...	...	...	...	...	100·00
...	...	...	...	9	4	...	34	...	34	34	...	...	...	...	...	100·00
...	...	4	...	93	...	...	131	49	180	156	24	...	18	410	...	53·85
21	3	534	213	2,083	886	...	41,881	2,703	44,584	19,371	25,213	...	100	1,370	684	77·01
21	3	538	213	2,176	886	...	42,012	2,752	44,764	19,527	25,237	...	118	1,780	684	75·11
35	8	460	158	1,564	687	...	37,539	1,538	39,077	20,596	18,481	...	146	2,550	889	68·05
...	...	78	55	612	199	...	4,473	1,214	5,687	...	6,756	...	...	...	...	7·06
14	5	...	...	...	...	...	...	...	...	1,069	...	...	28	770	205	...

for the year ending the 31st March 1893.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	12	...	...	726	...	726	126	600	...	2	40	...	66·67
...	...	...	...	12	...	...	726	...	726	126	600	...	2	40	...	66·67
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	9	...	39	5	...	...	77	77	77	...	...	...	...	...	100·00
...	...	9	...	39	5	...	...	77	77	77	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	9	...	51	5	...	726	77	803	203	600	...	2	40	...	75·00
...	...	9	...	51	5	...	726	77	803	203	600	...	2	40	...	75·00
...	...	3	...	35	1	...	1,211	376	1,587	1,587	...	...	...	...	...	100·00
..	...	6	...	16	4	...	...	...	..	...	600	...	2	40	...	...
...	...	...	...	...	...	...	485	299	784	1,384	...	...	...	...	...	25·00

B.—INDIGENOUS SCHOOLS.

57. These institutions have now settled down to steady work under the new rules, and, as was expected would be the case, are making steady progress.

There is a net decrease of 204 schools and 2,767 pupils, but, as explained in paragraph 12, this is due to schools in the Thayetmyo district being removed from the list.

The results of the examinations are satisfactory, showing increases of 340 Upper Primary and 2,534 Full Passes.

To this improvement Burmese, Karen, and Mahomedans alike contribute.

58. The following are the leading statistics for the two years :—

Description.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	2,215	65,756	1,903	62,373
Karen	457	14,182	474	14,722
Mahomedan	7	370	8	446
Total ...	2,679	80,308	2,475	77,541

59. Full passes were as follows :—

Description.	1891-92.		1892-93.		Total.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.	1891-92.	1892-93.
Burmese	1,316	8,736	1,517	10,439	10,052	11,956
Karen	618	2,251	751	3,062	2,869	3,813
Mahomedan	3	36	9	56	39	65
Total ...	1,937	11,023	2,277	13,557	12,960	15,834

60. The various methods of aid to Indigenous Vernacular schools continue practically the same as before, namely :—

(*a*) *Results-grants.*—This system of aid is more and more becoming the mainstay of Vernacular education, and is eminently calculated to promote steady energetic work in schools that are necessarily left much to themselves.

The restoration of the grants to Monastic schools has had some effect in stimulating the monks to greater effort, but does not appear likely to do much more at present than silence the cry that monasteries were being unfairly treated.

(*b*) *The Salary-grant system.*—Generally this is working well.

The number of certificated managers carrying on schools of their own has increased and is likely to continue to do so.

In certain localities, such as Rangoon, Moulmein, or Prome, the time has probably come for the cessation of full salary-grants for Certificated Assistant Teachers, except to schools under Certificated Managers.

Half salary-grants have been made in Shwegyin, and there is no reason why such places as those abovenamed should enjoy exceptional favour.

The salary-grants are not intended to be of a permanent nature, and the time has come for enforcing the rule, Section V, paragraphs 60 and 66 (*e*) of the Code.

The sooner the funds of certain localities hitherto devoted to salary-grants (except temporary to Certificated Managers) are transferred to results-grants the better.

(*c*) *The Teachers' certificate system.*—Has recently been re-arranged, and it is too early to report any results.

(*d*) *The Karen Teachers' certificate system.*—Has been revised.

In future there will be but two grades of Karen Teachers who will draw salary-grants of Rs. 8 and Rs. 12 per mensem, the qualifications for employment being the Vernacular Primary and Secondary grade teachers' certificates as prescribed for teachers generally.

(*e*) *The old Pupil-teachers' certificate system.*—Is at an end. Pupil-teachers have now to qualify by passing the Primary grade teachers' tests. In other respects the system remains as before.

61. For all the certificates referred to above, there have been but few vernacular candidates coming forward, owing to the want of text-books in Burmese.

This want has now to a certain extent been met, and it is expected that at the next examination in March 1894 there will be many candidates.

62. General statistics of Burmese Indigenous schools :—

	1891-92.	1892-93.	Increase.	Decrease.
Schools	2,215	1,993	...	222
Pupils	65,756	62,373	...	3,383
Full passes { I and II	8,736	10,439	1,703	...
Full passes { III and IV	1,316	1,517	201	...
Grants paid	49,249	52,933	3,684	...
Grants earned	60,069	70,294	10,225	...
Certificated Managers	61	56	...	5
Certificated Assistant Teachers	191	165	...	26
Karen Certificated Teachers	...	...	...	...

Schools have decreased in number by 222, many having been transferred to the unrecognized list, owing to their inability to follow the prescribed course. As shown in another paragraph, the loss in Thayetmyo district alone was 302.

Pupils also, as may be expected, show a loss, 5,303 having disappeared in Thayetmyo district.

Increases in schools and pupils in certain districts (notably Pegu) reduce the net loss to the figures shown above.

There is every probability that as the schools have now got into steady work under the new standards, the progress shown above will be more than maintained.

The grant earnings of the schools show a large increase which is indicative of a corresponding improvement.

63. In the following paragraphs full information is given as to the condition of education in the various parts of the country :—

Arakan Division.

	1891-92.	1892-93.	Increase.	Decrease.
Schools	101	93	...	8
Pupils	3,253	2,935	...	318
Full passes { I and II	575	696	121	...
Full passes { III and IV	59	95	36	...
Grants paid	2,933	3,342	409	...
Grants earned	3,807	4,573	766	...
Certificated Managers	11	6	...	5
Certificated Assistant Teachers	20	26	6	...
Karen Certificated Teachers	...	...	...	...

There is a decrease of 8 schools for the whole division, made up as follows: Akyab 3, Kyaukpyu 4, Sandoway 2. This decrease is due to the striking off of a number of inefficient schools, only one new school, that at Paletwa, having been added to the list.

Pupils have decreased by 318, owing to the breaking up of many schools in consequence of a severe epidemic of smallpox and cholera which raged throughout the Arakan Division.

The amount of results-grants earned has increased by Rs. 766, the increases being in the Akyab and Sandoway districts.

The number of Certificated Managers has been further reduced by 5, as this system of aid seems unsuited to the requirements of Arakan in consequence of the unwillingness of the people to pay school fees.

AKYAB DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	68	65	.	3
Pupils	2,285	2,179		106
Full passes { I and II	438	531	93	...
Full passes { III and IV	37	62	25	...
Grants paid	2,354	2,333	...	21
Grants earned	2,787	3,330	543	...
Certificated Managers	7	4	...	3
Certificated Assistant Teachers	18	23	5	...
Karen Certificated Teachers	...	...	...	. .

The progress of education was much interfered with by an epidemic of smallpox and cholera which raged throughout the district, especially in the larger villages.

Good progress was made in the Naaf township owing no doubt to the support and co-operation of Maung Aung Ban, the Township Officer.

Progress is also shown in Minbya township, the people appearing to be awakening somewhat to the necessity for supporting schools.

The district generally, however, continues in a most backward condition, and demands far more time than the Deputy Inspector has given to it. He will be required in future to spend more time in it and less at headquarters.

The Anglo-Vernacular school for Chins and Chaungthas at Paletwa has been closed owing to want of support, and the school will be carried on in future as a purely Vernacular school, under the Indigenous School Rules.

ARAKAN HILL TRACTS.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	...	1	1	...
Pupils	...	6	6	...
Full passes { I and II	...	5	5	...
Full passes { III and IV	...	1	1	...
Grants paid	...	...	...	...
Grants earned	...	...	...	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	...	1	1	...
Karen Certificated Teachers	...	...	...	...

This school having entirely failed to justify its maintenance as a Government school has been transferred to the Vernacular Indigenous list, and the semi-qualified teacher left to his own resources.

He made little or no effort to obtain a teachers' certificate, and deserves no further consideration.

The Certificated Assistant Teacher has been withdrawn from Paletwa.

KYAUKPYU DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	13	9	...	4
Pupils	337	212	...	125
Full passes { I and II	28	22	...	6
Full passes { III and IV	5	...	...	5
Grants paid	421	189	...	232
Grants earned	189	81	...	108
Certificated Managers	2	...	...	2
Certificated Assistant Teachers	...	2	2	...
Karen Certificated Teachers	...	...	...	...

The number of schools and of pupils is further decreased owing to a number of inefficient schools having been removed from the register.

No schools of any worth are to be found at An, Myebôn, Ramree, or Sane, although these are all large township headquarters.

The pôngyis of this district are exceedingly ignorant men; many are pure adventurers from Mandalay who come for a time, and leave without warning on the slightest symptom of malarial fever developing itself.

The results obtained at Cheduba are the one bright spot in the otherwise disheartening report of the Deputy Inspector.

SANDOWAY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	20	18	...	2
Pupils	631	538	...	93
Full passes { I and II	109	138	29	...
Full passes { III and IV	17	32	15	...
Grants paid	158	820	670	...
Grants earned	831	1,162	331	...
Certificated Managers	2	2	...	...
Certificated Assistant Teachers	1	1	...	...
Karen Certificated Teachers	...	...	...	...

The number of schools and of pupils in attendance is slightly diminished owing to the striking off of a number of unqualified schools.

The schools under Certificated Managers at Taungup and Gwachaung are not likely to succeed after the withdrawal of the temporary salary-grant, as the people of this district do not appreciate education, neither will they pay even the smallest school fee.

Maung Ka De's school at Sandoway is still the best lay school in the district. The Manager takes no active part in the management, neither is he qualified to do so; the Certificated Assistant Teacher does the whole work; and the Municipality should look into this. The school should in future be registered as Maung Ma Nu's school, and the salary-grant of Rs. 40 per mensem should be stopped.

Pegu Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	822	913	91	...
Pupils	27,824	29,246	1,422	...
Full passes { I and II	3,912	4,455	543	...
Full passes { III and IV	481	583	102	...
Grants paid	20,625	22,312	1,687	...
Grants earned	25,360	29,645	4,285	...
Certificated Managers	26	22	...	4
Certificated Assistant Teachers	72	59	..	13
Karen Certificated Teachers	...	...	...	...

On the whole this division shows very satisfactory increases.

That for schools arises from the large number brought on the list in the Pegu district which more than balances the losses in the Tharrawaddy and Hanthawaddy districts, from a further weeding of the inspection list.

Pupils have increased in number, but not in proportion to the increase in schools, there having been a general falling off in attendance in Hanthawaddy owing to the prevalence of sickness, and a further loss in Tharrawaddy, from the removal of schools to the unrecognized list.

Full passes show a satisfactory general increase, with a corresponding rise in the earning of result-grants.

Tharrawaddy district alone shows fewer full passes.

There is a net loss of four Certificated Managers, the seven schools under Certificated Managers in Pegu having all collapsed.

Certificated Assistant Teachers have been reduced in number except in Hanthawaddy district.

RANGOON TOWN.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	66	69	3	...
Pupils	3,546	4,401	855	...
Full passes { I and II	1,018	1,326	308	...
Full passes { III and IV	104	226	122	...
Grants paid	5,441	6,507	1,066	...
Grants earned	6,722	8,776	2,054	...
Certificated Managers	6	6	...	...
Certificated Assistant Teachers	14	11	...	3
Karen Certificated Teachers	...	...	...	...

This circle shows improvement, though instruction continues to be practically primary only.

The increased attendance in the schools is satisfactory, and still more so the larger number of passes gained.

Schools under Certificated Managers appear to be gaining a secure footing and it is pleasing to record that the people are inclined to give them special assistance. During the year two teachers in Pazundaung, Maung Ba Oh (certificated) and Maung Po Nya were provided with school-houses by the liberality of U Paung Tha Wè and U Tha Dun, brokers of Rangoon.

In the Lamadaw quarter U Chit Pon interests himself in the cause of education, and particularly in Maung Nyain's school.

Education continues almost entirely in the hands of lay teachers. The monasteries imparting secular instruction do not increase in number or improve in efficiency. In 1891-92 an attempt was made to raise the best of them to the secondary grade, by providing a second Certificated Assistant, in the hope that free instruction would induce pupils to join the monastery and pursue their studies to Standard VII. The experiment did not meet with success, and the second Assistant was withdrawn during the year under report. It is somewhat doubtful whether any Monastic school will long merit a salary-grant at all.

It is pleasing to find that Dalla, hitherto the dark circle of the town, at least shows improvement. The grant earned in the year under report is Rs. 281-4-0 against Rs. 22-8-0 in 1891-92, a school having been opened by a Mistress who was two years in the Kemmendine Normal class. It promises to be successful.

Educational prospects in Rangoon generally are promising; but Certificated Managers require to be more thoroughly backed up in their work. It would probably be well to refuse salary-grants for Certificated Assistant Teachers to any but Certificated Managers.

HANTHAWADDY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	171	165	...	6
Pupils	5,606	4,671	...	935
Full passes { I and II	457	499	42	...
Full passes { III and IV	52	60	8	...
Grants paid	1,196	1,981	786	...
Grants earned	2,787	2,831	44	...
Certificated Managers	3	2	...	1
Certificated Assistant Teachers	8	11	3	...
Karen Certificated Teachers	...	...	...	...

Work in this district was for two months under the charge of Maung Bwa; for the remaining ten under Maung Shwe Hmon.

The general condition of the district shows little change. Several Monastic schools have been closed, and others brought on the list, the net loss being small. The falling off in pupils, however, is disproportionately large and points to a general decrease in attendance. The Deputy Inspector reports that the decrease chiefly arose from fever and smallpox having been prevalent and from several schools having been transferred to the "private" list.

Passes show progress, except in Standard III. Standard IV has been reached by a few pupils in Tuntè.

There are grounds for hope that further improvement will be made in future.

PEGU DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	170	290	120	...
Pupils	5,529	8,184	2,655	...
Full passes { I and II	965	1,206	241	...
Full passes { III and IV	105	83	...	22
Grants paid	4,284	5,626	1,342	...
Grants earned	6,397	7,288	891	...
Certificated Managers	7	...	...	7
Certificated Assistant Teachers	15	11	...	4
Karen Certificated Teachers	...	...	...	...

The passes by the 1st standard have also increased by 274, but the passes by the higher standards do not compare very favourably with other years.

The townships of Payagalè, Kyauktan, and Kawa are conspicuous for the good work done during the year; but Pagandaung and Paunglin appear to have retrograded. Female education is prospering, but the results show very few passes above the 3rd standard.

The fee system has been introduced, and is gradually becoming more popular among pupils and teachers.

THARRAWADDY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	161	128	...	33
Pupils	5,075	4,084	...	991
Full passes { I and II	894	855	...	39
Full passes { III and IV	113	74	...	39
Grants paid	5,758	4,436	...	1,322
Grants earned	5,505	5,960	455	...
Certificated Managers	5	7	2	...
Certificated Assistant Teachers	15	9	...	6
Karen Certificated Teachers	...	...	...	...

The number of full passes is satisfactory in all cases except in Standard III, where there is a decrease of 40 due to some schools failing to present pupils

though registered up to Standard IV. In the case of Maung Gyi, Sanywe township, the entire failure of this standard was due to his own neglect.

Nearly all the townships show a decrease in the number of schools owing to many being struck off the list, as they did not fulfil the requirements of the department. Most of them, however, appear as unrecognized schools and whatever good they do is thus not entirely lost. In the case of Monio township no progress can be expected as the Railway has attracted all the business and many of the better inhabitants to other centres.

Maung Paw Tun, President of the Town Committee of Letpadan, is deserving of special mention for his exertions in the cause of education. The following schools are worthy of mention:—

Maung Sein of Ôkpo, U Katu of Kanthara, and Maung Naw Tin of Gyobingauk.

Maung Sein's school is the best in the district, 5 pupils having passed the Middle school examination in December last.

Certificated Teacher Maung Auk Chin is specially commended. Maung Po Tun must do better work.

Maung Pru, the Deputy Inspector, does good work and the general tone of the education of the district has improved.

PROME DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	254	261	7	...
Pupils	8,068	7,906	...	162
Full passes { I and II	578	569	...	9
Full passes { III and IV...	107	140	33	...
Grants paid	3,946	3,762	...	184
Grants earned	3,948	4,790	842	...
Certificated Managers	5	7	2	...
Certificate Assistant Teachers	20	17	...	3
Karen Certificated Teachers	...	...	...	...

Prome town continues to show good work under the excellent supervision of Maung Po Maung of Prome district.

There is a net increase of seven schools. Prome town, Shwedaung Town, and Thègôn township show increased grants, so also do Shwele and Paungdè townships to a less extent. Shwele and Padaung townships still show bad results and Mahathaman has fallen off.

Paungdè Municipality in spite of repeated warnings and requests for assistance has failed in its duty towards Primary education. School-managers and teachers are discouraged.

The schools worthy of mention are Maung Ba, Maung Hmat, and Maung Kaing at Prome; Maung So at Shwedaung, and Maung Aung Dôk at Padigôn.

Irrawaddy Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	1,020	728	...	292
Pupils	23,982	18,903	...	5,079
Full passes { I and II	2,267	2,656	389	...
Full passes { III and IV...	351	405	54	...
Grants paid	12,217	12,303	86	...
Grants earned	15,263	16,863	1,600	...
Certificated Managers	8	13	5	...
Certificated Assistant Teachers	60	40	...	20
Karen Certificate Teachers	...	...	...	...

There is a large decrease of schools in this division, owing to the removal from the list of a large number in the Thayetmyo district that did not fulfil the requirements of the Department chiefly in the matter of arithmetic.

There is necessarily a large loss of pupils, which is, however, lessened by a better attendance than usual in the Henzada district.

The figures for full passes indicate a general improvement and are supported by those for grants earned which also show an increase.

Schools under certificated managers have increased by 5, the only loss being in Thayetmyo.

Salary-grants to Certificated Teachers have largely decreased, the rules for their award being more stringently observed. The loss is chiefly in Thôngwa and Henzada districts.

THÔNGWA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	325	320	...	5
Pupils	8,363	7,756	...	607
Full passes { I and II	842	945	103	...
Full passes { III and IV	108	83	...	25
Grants paid	4,937	4,133	...	804
Grants earned	5,163	5,673	510	...
Certificated Managers	3	5	2	...
Certificated Assistant Teachers	19	7	...	12
Karèn Certificated Teachers	...	...	...	...

This important district was under the charge of two Deputy Inspectors during the year. Maung Po Tu held charge from April till September 1892, when he was relieved by Maung Tun Hla, on transfer from Pegu.

The decrease in the number of schools and pupils in attendance is due to the transfer of several schools to the private school list. Standard IV is the highest standard which has been reached in this district and the number of passes has increased in the standard by 9.

No improvement is shown in the Danubyu and Yandoon townships. Wakema township is also in a very backward state.

Pyapôn township showed the greatest educational activity throughout the year.

The decrease in the number of Certificated Assistant Teachers employed is due to the withdrawal of three, partly owing to the inability of the managers to bear half the salary-grant; 3 were withdrawn owing to want of funds, and 5 resigned their appointments.

Maung Ba Bwa, A.T.M., Myoôk of Dadaye, has done much for education in the township.

I think this district too large for one Deputy Inspector of Schools.

BASSEIN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	183	180	...	3
Pupils	4,700	4,434	...	266
Full passes { I and II	493	552	59	...
Full passes { III and IV	121	130	9	...
Grants paid	2,929	3,118	189	...
Grants earned	4,104	3,819	...	285
Certificated Managers	2	3	1	...
Certificated Assistant Teachers	14	11	...	3
Karen Certificated Teachers	...	...	...	...

The Deputy Inspector, Maung Po Nwe, I regret to find, did not spend as much time in the district as he ought to have. Education in many localities being in a backward condition and in need of careful nursing, he needs to put more energy into his work.

The figures for the year show a small decrease as regards schools and pupils (almost entirely lay) which is probably only temporary.

Bassein town has obtained fewer passes, but earned a larger grant, which indicates an advance in the standard of proficiency.

Kangyidaung at last has made a movement in advance which it may be hoped will be maintained.

HENZADA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	92	110	18	...
Pupils	3,089	4,186	1,097	...
Full passes { I and II	741	901	160	...
Full passes { III and IV	60	138	78	...
Grants paid	3,129	3,832	703	...
Grants earned	4,081	5,679	1,598	...
Certificated Managers	2	5	3	...
Certificated Assistant Teachers	18	13	...	5
Karen Certificated Teachers	...	...	...	...

Progress in this district is visible from the report furnished by the Deputy Inspector of Schools, Maung Tun Hla.

School fees are now regularly collected at 8-anna rates in all the most important lay schools.

The number of Certificated Assistant Teachers has decreased by 5 owing to the failure of the schools to which the Certificated Assistant Teachers were attached, and the consequent withdrawal of the salary-grant.

The two best Vernacular schools in the district are Maung Po Ka's school at Henzada and Maung Myat Tha Zan's school at Ôkpo.

All Certificated Assistant Teachers were well reported on during the year and special zeal and capacity for work were shown by Maung An Gyi, a second grade teacher of Henzada.

THAYETMYO DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	420	118	...	302
Pupils	7,830	2,527	...	5,303
Full passes { I and II	191	258	67	...
Full passes { III and IV	62	54	...	8
Grants paid	1,222	1,220	...	2
Grants earned	1,315	1,692	377	...
Certificated Managers	1	...	...	1
Certificated Assistant Teachers	9	9	...	...
Karen Certificated Teachers	...	...	...	...

The number of schools shows a decrease owing to those being struck off the list which do not teach Arithmetic.

The fall in passes by Standard III is due mainly to Maung Kyun U's school, Ywataung, being abolished and Maung Myat Tha Dun's school, Kama, having during part of the year no Certificated Assistant Teacher.

The townships of Myedè and Thayetmyo are the most backward in education. They require the aid of Certificated Managers.

Maung Shwe Da, Myoôk of Mindôn, deserves mention for his interest in education.

U Wilatha's school, Allanmyo, deserves special mention.

Tenasserim Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	272	259	...	13
Pupils	10,697	11,289	592	...
Full passes { I and II	1,982	2,632	650	...
Full passes { III and IV	425	434	9	...
Grants paid	13,474	14,976	1,502	...
Grants earned	15,639	19,213	3,574	...
Certificated Managers	16	15	...	1
Certificated Assistant Teachers	40	40	...	...
Karen Certificated Teachers	...	...	...	...

Schools show a small decrease owing to losses in the Toungoo district.

A corresponding decrease of pupils in the same district is, however, more than balanced by a better attendance in other localities, and in the whole division there is an increase.

Full passes show a gain under Standards I and II, Amherst district alone failing to contribute to the increase.

The earnings of the schools on the whole show a large increase, gained chiefly in Moulmein town and Shwegyin district.

Moulmein Town.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	28	28	...	...
Pupils	1,535	1,825	290	...
Full passes { I and II	358	700	342	...
Full passes { III and IV	97	75	...	22
Grants paid	4,235	3,218	...	1,017
Grants earned	3,236	4,809	1,573	...
Certificated Managers	4	4	...	...
Certificated Assistant Teachers	5	8	3	...
Karen Certificated Teachers	...	...	...	...

The decrease in Standard III passes is mainly owing, the Deputy Inspector states, to his predecessor's neglect to properly record the 2nd standard passes in the registers of certain schools, and to imperfect teaching. Two of the most successful schools, those of Maung Shwe Thaw, Mopun, and Maung Ba Pè, Dinwunquin, have become Anglo-Vernacular and will no longer appear in the Deputy Inspector's list.

Schools with Certificated Managers have not increased. It would probably be to the benefit of education in Moulmein if salary-grants for Certificated Assistant Teachers were confined to schools under Certificated Managers.

Deputy Inspector Maung Waik has closely supervised the schools under his charge, his visits during the year numbering 301. His long experience as a Normal School Teacher should enable him to do much to further education in Moulmein.

The "Teachers Association," mentioned in the report for last year, still exists, and is said to be doing good in drawing schools together.

Amherst District.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	42	44	2	...
Pupils	1,625	1,887	262	...
Full passes { I and II	505	502	...	3
Full passes { III and IV	45	32	...	13
Grants paid	1,487	2,639	1,152	...
Grants earned	2,814	2,833	19	...
Certificated Managers	4	5	1	...
Certificated Assistant Teachers	12	10	...	2
Karen Certificated Teachers	...	...	...	...

This district has received less attention than usual during the year. Deputy Inspector Maung Shwe Hmon was transferred to Hanthawaddy at the end of May. In June no inspection work was done, the current duties only being handed to the Deputy Inspector of Schools of Moulmein Town. On 1st July Deputy Inspector Maung Paw Din took charge of the district, and during the remainder of the year spent nearly half his time at Headquarters or 130 days out of 274; no intermediate inspection was therefore made.

The condition of the district is much the same as in 1891-92 and in the more advanced centres the schools are doing fairly, though instruction is practically limited to the Primary stage.

The American Baptist Mission school at Amherst has reached the 6th standard and those of Maung Po Maung, Thatôn; U Asaya, Natmaw; U Wisaitta, Kangwôn; Ma Thin, Amherst; U Adaissa, Pa-an; Maung Po Pè, Kado; Maung Po Thu, Zathabyin; U Egga, Hpa Lat; Maung Ba Oh, Wepadan, are commended by the Deputy Inspector of Schools.

The formerly successful school of U Thuzata at Kyeikkaw has had to give up its Certificated Assistant Teacher, at the instance of the Thathanabaing. Secular instruction is now given in that place by one Maung Po Maung who has passed the Middle School examination and hopes to qualify soon for a Teachers' Certificate. His school is of some promise as his pupils pay regular fees.

TAVOY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	18	23	5	...
Pupils	955	1,260	305	...
Full passes I and II	316	374	58	...
Full passes III and IV	50	91	41	...
Grants paid	1,890	2,349	459	...
Grants earned	2,454	3,117	663	...
Certificated Managers	2	2	...	...
Certificated Assistant Teachers	7	8	1	...
Karen Certificated Teachers	...	...	...	...

In Tavoy Town the schools are making some progress, and have earned more money than in 1891-92. The fee system is still objected to, but will gradually be accepted.

The opening of *quasi*-schools by unqualified persons who charge no fees still constitutes a serious hindrance to education and it will be necessary to firmly refuse them recognition. Tavoy will benefit by a stringent application of Standing Rules.

As the Deputy Inspector's visit occurred at a favourable time more pupils were registered as in attendance, except in the Central Township more full passes were gained, and more money earned than in 1891-92.

Tuition fees are still objected to; and in the Central Township the introduction of a 4-anna fee in the best school of the district with a view to enable the manager to strengthen his teaching staff had the immediate result of lowering the attendance.

The Monastic schools both in town and district still hold aloof from secular teaching.

MERGUI DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	9	9	...	...
Pupils	530	506	...	24
Full passes I and II	139	154	15	...
Full passes III and IV	17	22	5	...
Grants paid	856	1,241	385	...
Grants earned	1,130	1,241	111	...
Certificated Managers	2	2	...	...
Certificated Assistant Teachers	2	2	...	...
Karen Certificated Teachers	...	...	...	...

The above figures indicate some progress confined, however, almost entirely to Mergui town.

Maung Po Gwe (Sub-Inspector) has been in immediate charge, supervised by Deputy Inspector Maung Tun On.

The former ought to have spent more time in the district than 155 days. Schools are certainly few, but they are very backward, and a more lengthened stay at each would have enabled him to give much practical instruction to both teachers and pupils. The Deputy Inspector has been instructed to see that this is done in future. Mergui town shows some improvement in all directions, except that no 4th standard passes were gained.

Monastic schools are doing some secular teaching and three have earned small grants.

Certificated Manager Maung Pho Thain's school has not done as well as usual, and is responsible for the absence referred to above of Standard IV passes.

The small income he has been able to secure from fees to some extent no doubt accounts for the want of interest he has displayed in his school. The Deputy Inspector reports that fee rates in Mergui have at last been raised to 8 annas for boys and 4 annas for girls without the attendance being materially reduced.

Two schools for Chinese children have been opened charging Re 1 a head; as Chinese is the medium of instruction, they cannot easily be brought under the departmental system and aid.

In the district, Mergui township has no recognized schools, but in 1893-94 a monastic school at Kabin will have a Certificated Assistant Teacher attached to it, and there are hopes of its success.

Tenasserim township has lost its only school, the monk having abandoned his kyaung and left the place. The people are chiefly Siamese and Karens and generally too poor to support even a monastery properly. There is still one kyaung at Tenasserim with a fair number of pupils attending, but the monk is reluctant to take up secular teaching. No lay teacher can be induced to open a school, though there is a small school-house available.

In Palaw township the school at Palaw shows but little progress as parents remove their children as soon as they can be made use of in field work or fishing.

TOUNGOO DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	113	77	...	36
Pupils	3,561	2,544	...	1,017
Full passes { I and II	143	209	66	...
Full passes { III and IV	62	57	...	5
Grants paid	1,022	1,343	321	...
Grants earned	1,341	1,592	251	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	7	6	...	1
Karen Certificated Teachers	...	...	...	...

A weeding out of inefficient schools, chiefly in Yèyawadi township, has reduced the numbers of schools and pupils.

Except in a few villages the district remains in a backward condition.

It is hoped that matters will improve now that a Sub-Deputy Inspector has been appointed to specially look after the Burmese schools.

In Toungoo town vernacular education is in a better condition, and three schools, one monastic and two lay, meet the wants of the population. One of

the latter has only recently been established, but appears likely to be successful. The fee system is steadily gaining ground.

SHWEGYIN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	62	78	16	...
Pupils	2,491	3,267	776	...
Full passes { I and II	521	693	172	...
Full passes { III and IV	154	157	3	...
Grants paid	3,984	4,186	202	...
Grants earned	4,663	5,621	958	...
Certificated Managers	4	4	...	...
Certificated Assistant Teachers	7	6	...	1
Karen Certificated Teachers	...	...	...	...

The increased number of schools and of pupils is due to the transfer of schools from the private school to the public school list. The increase in passes and results-grants is owing to more schools having been examined, and the increase is contributed to by all townships and towns except Kyaikto, where the decrease in passes and grants earned scarcely shows the actual loss sustained by the place, from the transfer of Maung Pu.

Monastic schools, in some places, as in Pyuntaza township, show commendable vigor, and in some very backward localities, as Kyaukgyi township, where the place is unhealthy and the people are indifferent to education, we must rely mainly on the pôngyi. The offer of results-grants has had a good effect in stimulating indigenous education.

Special Classes.

64. *General Statistics of Mahomedan and Karen Schools.*

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	464	482	18	...
Pupils	14,552	15,168	616	...
Full passes { I and II	2,284	3,118	834	...
Full passes { III and IV	624	760	136	...
Grants paid	22,183	19,730	...	2,453
Grants earned	20,473	26,606	6,133	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	17	17	...	...
Karen Certificated Teachers	192	216	24	...

The above figures as before relate almost entirely to Karens and further particulars regarding education among this race will be found in Section VIII.

The Mahomedans are very few in number and still in a very backward state. They will be more fully referred to further on.

The Chins continue to receive the attention of the American Baptist Mission at Sandoway and at Thayetmyo.

General Statistics of Mahomedan Schools.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	7	8	1	...
Pupils	370	446	76	...
Full passes { I and II	36	56	20	...
Full passes { III and IV	3	9	6	...
Grants paid	1,587	203	...	1,384
Grants earned	212	360	148	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	1	2	1	...

The above figures point to improvement, but from the following statements it will be seen that progress is confined to the schools in Rangoon town.

Work among the Mussalmans in the Akyab district has fallen off from causes mentioned hereafter.

Arakan Division.

Mahomedans.

AKYAB DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	5	6	1	...
Pupils	165	212	47	...
Full passes { I and II	26	12	...	14
Full passes { III and IV	...	...	...	...
Grants paid	1,226	126	...	1,100
Grants earned	135	51	...	84
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	1	2	1	...

Smallpox and cholera epidemics which raged for some months seriously affected the work of schools in this district. There has been a slight increase in the number of pupils and an increase of one certificated assistant teacher in the year under report.

Two more normal students passed the Teachers' Certificate examination this year and will be available as certificated assistant teachers for approved schools. Although some progress has been made owing to the efforts of Shaik Ainuddin, the Deputy Inspector, the condition of Mahomedan schools is unsatisfactory both as regards attendance and attainments.

Mahomedans.

RANGOON TOWN.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	2	2	...	...
Pupils	205	234	29	...
Full passes { I and II	10	44	34	...
Full passes { III and IV	3	9	6	...
Grants paid	361	77	...	284
Grants earned	77	309	232	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	...	...	...	...

Mahomedan education (vernacular) shows little change.

The Madrassa-i-Islamia has been removed to China street.

It is attended chiefly by purely Bengali children, and English is still taught.

The school of Hafid Ahmed in Sikè Maung Khine street teaches no English, but Burmese, the children being generally of mixed parentage (Mahomedan and Burmese.)

General Statistics of Karen Schools.

Pegu, Irrawaddy, and Tenasserim Divisions.

Description.	1891-92.	1892-93	Increase.	Decrease.
Schools	457	474	17	...
Pupils	14,182	14,722	540	...
Full passes { I and II	2,251	3,062	814	...
Full passes { III and IV	618	751	130	...
Grants paid	20,596	19,527	...	1,069
Grants earned	20,262	26,246	5,984	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	16	15	...	1
Karen Certificated Teachers	192	216	24	...

Educational work among the Karens shows no signs of any falling off. The people continue liberal in the support of their schools which are often well housed and fairly provided with furniture, apparatus, and books.

They also contribute freely to the support of their teachers, frequently employing two or more in one school.

Work is still as a rule confined much to Christian villages; but in some localities schools are being carried on among the heathen population and gradual progress in this direction may be looked for.

Pegu Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	119	121	2	...
Pupils	3,392	3,734	342	...
Full passes { I and II	517	719	202	...
Full passes { III and IV	176	236	60	...
Grants paid	4,861	4,920	59	...
Grants earned	4,913-5-0	6,742	1,828-11-0	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	6	5	...	1
Karen Certificated Teachers	61	73	12	...

The three districts comprising this division all contribute to the above satisfactory increases.

Hanthawaddy and Pegu districts show the most progress.

Work has been well looked after by Deputy Inspector Maung Lu.

Hanthawaddy District.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	52	55	3	...
Pupils	1,355	1,572	217	...
Full passes { I and II	168	266	98	...
Full passes { III and IV	58	92	34	...
Grants paid	2,020	1,533	...	487
Grants earned	1,533	2,453	920	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	3	2	...	1
Karen Certificated Teachers	24	39	15	...

All townships show advance in number of pupils, passes, and amount of grants earned except Kungyangôn, where there is an insignificant falling off in Standards I, II, and III of three pupils in all. The Deputy Inspector states that this advance arises from the increased interest taken in education by the non-Christian Karens.

Pegu District.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	38	39	1	...
Pupils	1,080	1,249	169	...
Full passes { I and II	171	295	124	...
Full passes { III and IV	63	72	9	...
Grants paid	1,706	1,662	...	44
Grants earned	1,656	2,515	859	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	3	3	...	...
Karen Certificated Teachers	21	20	...	1

Good work has been done in the two townships of Kawa and Taunglin, whose schools alone contribute to the increases shown above.

Payagalè township with five schools as before has this year gained no passes, the leading school having been broken up by the domestic troubles of the manager and the loss of the Certificated Teacher who joined another school.

Other schools situated in unhealthy localities near the hills could not retain the qualified teachers and their advanced pupils went elsewhere and those left behind were unfit for examination.

THARRAWADDY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	29	27	...	2
Pupils	957	913	...	44
Full passes { I and II	178	158	...	20
Full passes { III and IV	55	72	17	...
Grants paid	1,135	1,725	590	...
Grants earned	1,725	1,774	49	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	...	...	...	...
Karen Certificated Teachers	16	14	...	2

The small increase in grants earned indicates some advance in proficiency. Standards III and V show advance at the cost of Standards I, II, and IV.

Tapun is still the benighted township with one school giving no results, though as the Deputy Commissioner remarks the Karen population is nearly 3,000 with over 1,100 persons in one circle and over 400 in one village alone.

In Gyobingauk and Minhla townships some work is being done, but in the latter alone is progress visible.

Sanywe township has earned Rs. 367-14-0 more than in 1891-92, Standards III and V having been more successful. The falling off in Standards I, II, and IV is, however, much to be regretted.

Irrawaddy Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	230	251	21	...
Pupils	7,191	7,298	107	...
Full passes { I and II	1,169	1,541	372	...
Full passes { III and IV	298	314	16	...
Grants paid	11,401	10,329	...	1,072
Grants earned	10,391	12,445	2,054	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	6	5	...	1
Karen Certificated Teachers	92	102	10	...

In this division Maung Shwe Ni has the care of the Karen schools of the Bassein district; Thôngwa and Henzada districts being under Maung Pa.

The figures for the division are satisfactory, and point to steady work and increased activity.

All three districts contribute to the increases shown.

THÔNGWA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	87	96	9	...
Pupils	2,648	2,676	28	...
Full passes { I and II	407	607	200	...
Full passes { III and IV	122	116	...	6
Grants paid	3,709	3,745	36	...
Grants earned	3,745	4,670	925	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	4	3	...	1
Karen Certificated Teachers	24	33	9	...

Great advances have been made in the Kyeiklat, Thôngwa, and Danubyu townships.

The Christian Karens take the lead in educational advancement.

Fees are now with little difficulty collected from nearly all the pupils attending village schools.

The ignorant, untrained saya is gradually being replaced by the trained certificated assistant supplied by Government.

The condition of Karen education in the Thôngwa district is very healthy, and the Deputy Inspector Maung Pa has spent the greater part of his time in visiting all parts of this important district.

BASSEIN DISTRICT:

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	102	111	9	...
Pupils	3,218	3,389	171	..
Full passes { I and II	490	600	110	...
Full passes { III and IV	129	122	...	7
Grants paid	5,562	4,462	...	1,100
Grants earned	4,523	5,064	541	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	1	1	...	...
Karen Certificated Teachers	51	48	...	3

The results for the year are on the whole very satisfactory.

Progress is not so marked in the Ngaputaw and Bassein townships as in other parts of the district.

The townships of Thigwin and Kangyidaung have done exceedingly well, and no doubt the good results obtained in these townships are in a measure due to the fact that the Township Officers are Karens, one Maung San Dwa of Kangyidaung having formerly been Deputy Inspector of Karen Schools.

The best schools in this district are those at Tagusait, Ôkshitkwin, Anangôn, Payachaung, and Chunchaung.

Certificated teachers are in great demand and are gradually supplanting the illiterate and unqualified men who formerly filled the posts of village school master.

HENZADA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	41	44	3	...
Pupils	1,325	1,233	...	92
Full passes { I and II	272	334	62	...
Full passes { III and IV	47	76	29	...
Grants paid	2,130	2,122	...	8
Grants earned	2,122	2,711	589	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	1	1	...	...
Karen Certificated Teachers	17	21	4	...

The exhaustive report furnished by Maung Pa, the Deputy Inspector, shows that the forward movement mentioned in last year's report has been maintained and that an all-round improvement has taken place.

Christian Karens in this as in other districts continue to take the lead in education.

Great improvement is visible in the Henzada, Ôkpo, Zalun, and Lemyethna townships, but the townships of Kyangin, Kanaung, and Myanaung show little or no progress.

A great impetus to Karen monastic schools has been given by the re-introduction of results-grants to these schools.

The attendance of girl pupils has much increased during the year.

Tenasserim Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	108	102	...	6
Pupils	3,599	3,690	91	...
Full passes { I and II	565	802	240	...
Full passes { III and IV	144	201	54	...
Grants paid	4,334	4,278	...	56
Grants earned	4,958	7,059	2,101	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	4	5	1	...
Karen Certificated Teachers	39	41	2	...

The three districts of Amherst, Tavoy, Mergui with the Salween Hill Tracts form the charge of Deputy Inspector Maung Nyan Kyai, who will from 1893-94 be aided in the two southern districts by a Karen Sub-Inspector of Schools.

Maung Pa Ha in the Shwegyin and Toungoo districts will be able to give more time to the Karen part of his charge, as he will have a Burman Sub-Inspector to help him in the Burman schools.

It may be expected therefore that these districts will continue to show educational progress.

The figures for the year are satisfactory, Amherst district making the largest contribution to the increases shown. Tavoy district, however, shows no improvement, but rather retrogression.

AMHERST DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	49	44	...	5
Pupils	1,538	1,634	96	...
Full passes { I and II	249	367	118	...
Full passes { III and IV	62	89	27	...
Grants paid	1,585	1,897	312	...
Grants earned	1,979	2,998	1,019	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	2	4	2	...
Karen Certificated Teachers	15	16	1	...

Zaya, Wagaru, and Yelamyaing townships again contribute nothing to the figures for the year. There are few, if any, Christian Karens in these localities and the villages are very small and scattered.

In Martaban and Bilugyun there is a falling off and little prospect of any improvement.

Pagat at last secured some results (three passes under Standard I), but the Deputy Inspector is not hopeful of further progress at present.

In the rest of the Amherst district good work is being done under the new standards and improvement is indicated by an increased attendance, more numerous passes and larger grants earned.

Deputy Inspector Maung Nyan Kyai has been diligent in looking after the district, and paid in all 293 visits of inspection.

TAVOY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	7	3	...	4
Pupils	182	70	...	112
Full passes { I and II	28	17	...	11
Full passes { III and IV	5	...	...	5
Grants paid	190	163	...	27
Grants earned	163	156	...	7
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	1	1	...	...
Karen Certificated Teachers	2	2	...	...

Among the Karens of this district education continues in a most backward condition. The few villages are scattered and with few exceptions too small to support a teacher.

Scarcity during the year has hindered work and four schools have been closed.

The three still open are all in the Northern township, and even in them there is a general falling off.

Two schools opened in the Central township by the American Baptist Mission were closed at the time of the Deputy Inspector's visit and do not appear to have been very successful.

From 1893-94 a Karen Sub-Deputy Inspector will be in charge of the Tavoy-Mergui work and it is hoped will be able to effect some improvement.

MERGUI DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	9	10	1	...
Pupils	263	263	...	...
Full passes { I and II	29	53	24	...
Full passes { III and IV	1	6	5	...
Grants paid	477	211	...	266
Grants earned	211	402	191	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	...	...	...	...
Karen Certificated Teachers	5	6	1	...

On the whole Mergui is improving. One school which had been abolished has been re-established.

The grant earned has been almost doubled.

TOUNGOO DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	32	30	...	2
Pupils	1,211	1,269	58	...
Full passes { I and II	184	279	95	...
Full passes { III and IV	50	76	26	...
Grants paid	1,678	1,319	...	359
Grants earned	1,816	2,567	751	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	1	...	...	1
Karen Certificated Teachers	16	12	...	4

The above figures are contributed almost entirely by the Karen Vernacular schools carried on in Toungoo town by the American Baptist, Roman Catholic, and S. P. G. Missions. The two former are the most successful.

The schools in the district continue in a very backward condition and are in urgent need of the extra attention it is hoped the Deputy Inspector will henceforward be able to give them.

SHWEGYIN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	9	13	4	...
Pupils	364	408	44	...
Full passes { I and II	69	73	4	...
Full passes { III and IV	26	30	4	...
Grants paid	404	654	250	...
Grants earned	755	864	109	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	...	...	...	...
Karen Certificated Teachers ...	1	5	4	...

It is pleasing to note progress among the Karens in the Shwegyin district. Schools in Kyaukgyi township have increased by one and in Pyuntaza by three. Pupils have increased in number and a small decrease in Standard I passes and grants earned in Kyaukgyi is more than balanced by the improvement shown in Pyuntaza. The school in Shewgyin town continues to secure more passes and grants than all the others together. It is well supported by the Karens, who during the year contributed for the support of the boarders and towards general expenses Rs. 2,282. From public funds the grants amounted to Rs. 654.

SALWEEN HILL TRACTS.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	2	2	...	...
Pupils	41	46	5	...
Full passes ... I and II	6	13	7	...
Full passes ... III and IV	...	...	...	...
Grants paid	...	34	34	...
Grants earned	34	72	38	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	...	...	...	...
Karen Certificated Teachers	...	...	...	...

A slight improvement is noticeable in this locality and both schools have proved successful this year. Maung Pala Taw's school continues to take the lead, that of Maung Gyi (also at Papun) earning Rs. 19 only.

SECTION VI.

SPECIAL INSTRUCTION.

65. This section deals with :—

(i) Training schools for teachers.
(ii) Schools for technical instruction.
(iii) Schools for professional instruction.

66. The following statement gives the leading figures for the two years 1891-92 and 1892-93 :—

Class of institution.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
A.—Training school for masters	2	63	2	59
A.—Training school for mistresses	2	21	3	105
B.—Schools for art	...	...	...	...
B.—Engineering and survey schools	12	295	13	331
B.—Industrial schools	1	18	1	42
B.—Other schools	1	59	5	165
C.—Law schools	...	...	1	21
Total ...	18	456	25	723

67. A.—*Training Schools for Teachers.*

These have increased by one, St. John's Convent, Rangoon, having opened a normal class for females. The following are the figures for the two years :—

Name of school.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	32	1	25
Normal school, Moulmein	1	31	1	34
Female Normal class, Rangoon	1	15	2	60
Female Normal class, Moulmein	1	6	1	45
Total ...	4	84	5	164

Among these schools two only (namely, the Government Normal school at Moulmein and the Convent, Rangoon) train students for Anglo-Vernacular certificates, and as the course of training extends over 3 years they have not been able to send up any candidates as yet.

The others prepare their students for vernacular certificates, but for want of text-books in the vernacular have found it difficult to complete the course prescribed and consequently have been less successful than usual. As this was the first examination under the new rules for which the course is a 3 years one, the number of candidates presented was small. Moulmein sent up none. For the next examination there will be a much larger number presented of the Vernacular class, and students who have completed the Anglo-Vernacular course will also appear.

Passes were gained as below; they are all vernacular.

Name of school.	1891-92.	1892-93.
Akyab Normal school	3	1
Moulmein Normal school	2	...
Rangoon Female Normal school	5	3
Moulmein Female Normal school	6	...
Total ...	16	4

Some Anglo-Vernacular candidates will have completed their course and should come up for their examination, and the vernacular students should do better as the want of text-books in the vernacular has already partly been met and other works now in hand will, it is hoped, be published at an early date.

68. A very large number of attempts were made by the teachers in Government and Municipal schools to evade the orders contained in Section VIII, paragraph 133 (2) of the Code. They all had due warning and the excuses put forward did them little credit. The orders have been again brought to their notice and they have been told that non-compliance will involve dismissal.

Mr. Francke and Mr. Phipps deserve great credit for their success.

The managers of Aided schools everywhere are now preparing the teachers under them in accordance with paragraph 133 (3) of the Code.

69. I take this opportunity of bringing to the notice of the Chief Commissioner the very good work done by the Normal schools. Miss McAllister and Miss Williams at Kemmendine and Miss Whitehead at Moulmein have the best ordered and most successful Native Girls' schools in the province. It is too early as yet to speak of the St. John's Convent Normal school, but I feel sure good work will be done in it. It supplies a long felt want.

At Akyab Mr. Simon has as usual worked well, but he has not, I regret to say, been at all supported by his 2nd master, Maung San Hla Aung, who has shown himself very negligent.

Mr. Wilkins and his staff, Mr. Green and Maung Tun at Moulmein, deserve great credit. The Normal school and all the arrangements connected with it are a model of good order and good work. I wish more students would avail themselves of the opportunities this school affords.

It would be to the advantage of Municipalities and Missionary bodies if they were to send pupils for training to it.

The discipline and supervision in the boarding establishment are very good and the pupils are taught to make themselves useful. Last year they without any help grew all the vegetables for consumption in the establishment.

Mr. Wilkins has started a small carpenter's shop for them. It is very popular and much of the repairs and work connected with the school furniture has been carried out by them.

70. The new set of teachers that are being trained in the Normal schools of the province under the new system will, I feel sure, do much towards improving the quality of the education given. The province needs more highly trained and qualified teachers.

71. **B.**—*Schools for Technical Instruction.*

These show an increase of five and include the following:—

(*a*) *Industrial and Technical Schools.*

St. Peter's R. C. M., Bassein, still carried on with vigour was fairly successful when examined towards the end of the year. A change is about to be made in its management as Father D'Cruz finds the responsibility too heavy and the management too great a tax on his time.

St. Luke's S. P. G., Toungoo, registered in 1891-92 but not included in the statistics of that year, still carries on printing and book-binding work; but as it has not yet been examined its progress cannot be determined.

St. Paul's High school, Rangoon, has been registered for printing, as also St. John's school, Akyab, but the latter institution was subsequently removed from the list.

The American Baptist Mission Karen school, Toungoo.

(*b*) *Kindergarten classes.*

Have increased in number and are held at the following schools:—

Methodist Episcopal Girls' High school, Rangoon.
American Baptist Mission Girls' school, Kemmendine.
St. John's Convent, Rangoon.
The Government Normal school, Moulmein.
Morton Lane Girls' school, Moulmein
The American Baptist Mission Pwo Karen school, Bassein.

All these schools are well equipped and supplied with teachers and are doing very good work.

(*c*) *Vocal music.*

Singing classes are carried on in connection with the American Baptist Mission Karen schools (Sgaw and Pwo) in Bassein, and when examined did very well. St. Luke's S. P. G. school, Toungoo, also has a class. I am surprised that this subject has not been more largely taken up.

(*d*) *Gymnastics.*

The Pwo Karen school, Bassein, St. Luke's S. P. G., Toungoo, and St. Patrick's, Moulmein, have classes for this subject.

School drill is insisted on in all schools under public management and is carried on very systematically.

The Aided schools have very largely adopted the curriculum laid down.

C.—*Schools for Professional Instruction.*

(*a*) *Medical and Engineering.*

The 21 Medical and Engineering scholars were distributed as below.

Seebpore Engineering College	1
Calcutta Medical College	4
Madras Auxiliary Medical School	13
Attending Hospitals in province for the pre-collegiate course ...	3
	21

The only Engineering scholar passed out during the year.

Of the four medical students three are women. Miss Watts has finally passed her examination and is undergoing her practical course for a year.

Miss Forbes who has finished her practical course has been appointed Superintendent of the Dufferin Maternity Hospital, Rangoon.

Maung Chit Pe and Maung Mya The, Hospital Assistant scholars, forfeited their scholarships; the former resigned and the latter withdrew prior to attending the pre-collegiate course. The results of examination of these scholars is not yet known.

The Dufferin Maternity Hospital during the year passed 13 pupils in midwifery and 14 in sick-nursing.

The majority of the midwives had been 18 months to 2 years under tuition. A noticeable feature is the preponderance of the Karens among the pupils of the last two years.

The teachers report most favourably as to the industry and obedience of the young women, and most encouraging accounts are frequently received from those who have opportunities of seeing their work after leaving hospital.

The grant of Rs. 8,000 yearly from Provincial and Municipal Funds is being continued to the institution.

(b) In the Railway Workshops at Insein.

Sixty-four lads have been undergoing a course of traning in Mechanical Engineering during the year of report. Thirty-five of these are Europeans and Eurasians, the remaining 29 being Burmese and Karens. Of the 35 European apprentices 18 are in receipt of monthly stipends of Rs. 15 each from Government tenable for three years.

Besides these nine other European apprentices are in receipt of similar stipends as follows:—

Dalla Dockyard	3
St. Peter's Technical Institute, Bassein	2
Sailing Vessel *British Empire*	1
Salween Steam Navigation Company's Workshop, Moulmein ...	1
Municipal Workshop, Rangoon	2

SECTION VII.

FEMALE EDUCATION.

72. The following are the leading figures connected with female education:—

Class of school.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the Department	2	21	3	105
Maintained by Municipal Boards	1	88	1	74
Under public management—				
Anglo-Vernacular registered under the Grant-in-aid Rules, 1890.	14	783	16	821
Indigenous Vernacular schools	45	1,245	39	1,193
Unaided Indigenous Vernacular schools	11	83	6	57
Total ...	73	2,220	65	2,250
Boys' schools to which girls are admitted	962	12,026	1,012	13,365
Private institutions for indigenous instruction	398	1,959	319	2,419
GRAND TOTAL ...	1,433	16,205	1,396	18,034

There are a few changes to report. A normal class has been opened in connection with St. John's Convent, Rangoon. It is Anglo-Vernacular, and at present the only institution of its kind in Lower Burma.

Of schools maintained by Municipal Boards, but one remains; that is, the Municipal Girls' school, Rangoon, which is less a girls' school than it should be, as little boys also are admitted and are nearly half as numerous as the girls.

Kindergarten classes having been opened in connection with Morton Lane Girls' school, Moulmein, St. John's Convent, and the Kemmendine Girls' school, Rangoon, while the Akyab Girls' school has been closed.

The fact that there are 30 more girls under instruction than last year, although the number of schools is 8 less, may be taken as an indication that the custom of sending girls to school is gradually extending among the people.

73. The following is a statement of the passes secured by girls in the various schools:—

Schools.	Entrance.		Middle stage.		Upper Primary stage.		Lower Primary stage.	
	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Government and Municipal	...	...	...	...	8	10	31	36
Registered under Grant-in-aid Rules of 1890	...	9	24	149	227	238	350	339
Burmese Indigenous	...	...	6	88	111	156	1,819	2,361
Karen Indigenous	...	...	8	4	158	213	687	886
Mahomedan Indigenous	...	...	...	...	...	...	1	5
Total ...	...	9	38	241	504	617	2,888	3,627

The Deputy Inspectors, as a rule, report progress among girl pupils, and among the Karens the desire still continues for qualified female teachers.

74. The number of girls who have passed the Entrance, F.A., and B.A. examinations during the past two years is shown below:—

	1891-92.	1892-93.	Remarks.
Entrance	...	7	This does not include two women teachers.
F. A.	...	1	
B. A.	...	...	

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *Europeans.*

75. The following statement shows the number of schools attended by Europeans only and the number of pupils in them:—

Class of school.	Number of schools on 31st March.		Number of schools on the 31st March					
			1891-92.			1892-93.		
	1891-92.	1892-93.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
Aided for boys. High schools...	1	1	116	...	116	132	...	132
Aided for boys. Middle schools.	...	2	...	...	...	39	43	82
Total ...	1	3	116	...	116	171	43	214
Aided for girls. High schools...	4	4	89	429	518	88	462	550
Aided for girls. Middle schools.	5	5	71	135	206	79	124	203
Total ...	9	9	160	564	724	167	586	753
Total Secondary Schools ...	10	12	276	564	840	338	629	967
Primary Schools—								
For boys	1	1	14	30	44	10	12	22
For girls	1	1	...	21	21	...	25	25
Total Primary schools ...	2	2	14	51	65	10	37	47
Special Schools—								
For Boys	...	...	...	...	...	...	...	...
For Girls	1	3	36	23	59	43	64	107
Total Special Schools ...	1	3	36	23	59	43	64	107
Grand Total ...	13	17	326	638	964	391	730	1,121

Two new Middle schools were added to the list, by the registration of the Burma Boarding school, Insein, and by the raising of St. Phillip's school, Rangoon, from the Primary grade to the Middle grade. A new Kindergarten Department and a Normal School Department (Anglo-Vernacular) in connection with St. John's Convent, Rangoon, were also opened during the year.

In the following schools European pupils are specially provided for:—

	Pupils.
St. John's Convent, Rangoon	201
Episcopal Methodist, Rangoon	128
Diocesan Boys' school, Rangoon	132
Diocesan Girls' school, Rangoon	133
Old Convent (English), Rangoon	61
St. Phillips' school, Rangoon	50
Methodist Episcopal (Kindergarten), Rangoon	55
St. John's Convent (Kindergarten), Rangoon	36
St. John's Convent, Normal School Department, Rangoon	16
Bishop's Home, Rangoon	25
Cantonment school, Moulmein	34
St. Mathews' school, Moulmein	21
Eurasian Home school, Moulmein	72
St. Joseph's Convent, Moulmein	112
St. Anne's Convent, Akyab	51
St. Mark's school, Akyab	22
Burma Boarding school, Insein	32
Total ...	1,181

Of the foregoing 1,181 pupils only 1,121 are Europeans and Eurasians, the remaining 60 being made up of 23 Native Christians, one Hindu, one Mahomedan, 18 Burman Buddhists, the other 17 being made of Chinese, Jews, and Parsees.

Schools which are open to all races, but which are attended largely by Europeans, continue the same as last year, namely, St. John's College, S.P.G., 114 pupils; St. Paul's High school 255; and the American Baptist Mission Boys' school 43 pupils, all in Rangoon, and St. Patrick's school, Mculmein, with 77 pupils, account for the majority of the 784 European pupils attending schools open to all races.

76. The following statement shows the cost of European education in the 17 schools maintained for European children only:—

Head of expenditure.	1891-92.		1892-93.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	15,953	47,108	17,609	60,439
Primary education	...	3,259	340	4,182
Special education	...	454	2,018	2,846
Scholarships	1,169	1,169	...	...
Buildings	9,000	9,351	1,000	10,994
Superintendence	...	8,200	...	10,051
Furniture and apparatus (special grants only)	308	1,763	186	1,039
Miscellaneous	420	1,483	...	3,444
Total ...	26,850	72,787	21,147	92,995

77. The following table gives the particulars according to the stages of instruction for the 14 Secondary and Primary schools open to Europeans only :—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						TOTAL.		
												Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys — Government — English																				
For boys — Government — Vernacular																				
For boys — Local fund — English																				
For boys — Local fund — Vernacular																				
For boys — Municipal — English																				
For boys — Municipal — Vernacular																				
For boys — Native States — English																				
For boys — Native States — Vernacular																				
For boys — Aided — English	3	214	5	...	5	53	8	61	61	12	73	52	23	75	...	...	...	171	43	214
For boys — Aided — Vernacular																				
For boys — Unaided — English																				
For boys — Unaided — Vernacular																				
For boys — Total	3	214	5	...	5	53	8	61	61	12	73	52	23	75	...	...	...	171	43	214
For girls — Government — English																				
For girls — Government — Vernacular																				
For girls — Local fund — English																				
For girls — Local fund — Vernacular																				
For girls — Municipal — English																				
For girls — Municipal — Vernacular																				
For girls — Native States — English																				
For girls — Native States — Vernacular																				
For girls — Aided — English	9	753	...	20	20	18	175	193	33	198	231	116	193	309	...	...	...	167	586	753
For girls — Aided — Vernacular																				
For girls — Unaided — English																				
For girls — Unaided — Vernacular																				
For girls — Total	9	753	...	20	20	18	175	193	33	198	231	116	193	309	...	...	...	167	586	753
Total Secondary schools	12	967	5	20	25	71	183	254	94	210	304	168	216	384	...	...	...	338	629	967
Primary Schools—																				
For boys — Government																				
For boys — Local fund																				
For boys — Municipal																				
For boys — Native States																				
For boys — Aided	1	22	...	...	...	...	1	1	...	4	4	10	7	17	...	...	...	10	12	22
For boys — Unaided																				
For boys — Total	1	22	...	...	...	...	1	1	...	4	4	10	7	17	...	...	...	10	12	22
For girls — Government																				
For girls — Local fund																				
For girls — Municipal																				
For girls — Native States																				
For girls — Aided	1	25	...	...	...	...	...	...	...	7	7	...	18	18	...	...	...	...	25	25
For girls — Unaided																				
For girls — Total	1	25	...	...	...	...	...	...	...	7	7	...	18	18	...	...	...	...	25	25
Total Primary schools	2	47	...	...	...	...	1	1	...	11	11	10	25	35	...	...	...	10	37	47
GRAND TOTAL	14	1,014	5	20	25	71	184	255	94	221	315	178	241	419	...	...	...	348	666	1,014

78. The following statement shows the number of passes under all standards gained by European pupils during the past two years :—

Standard of examination.	Number of pupils passed from institutions attended.				Total of European pupils passed from institutions of all kinds	
	Europeans only.		*All races.*			
	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
B. A.	...	...	...	2	...	2
F. A.	...	...	1	5	1	5
IX, Entrance	...	9	7	14	7	23
VIII	10	13	16	12	26	25
VII	28	41	17	39	45	80
VI Middle	27	26	32	30	59	56
V	22	78	30	35	52	113
Primary.						
IV Upper Primary	77	96	36	47	113	143
III	78	116	43	88	121	204
II Lower Primary	78	120	52	79	130	199
I	70	114	47	60	117	174
Total ...	390	613	281	411	671	1,024

On the whole there has been progress in the Collegiate stage.

The figures in the other standards generally tend to show improvement in the schools open to European children alone.

(*b*) *Mahomedans.*

79. Indigenous Mahomedan schools and pupils were as follows :—

Towns.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
Akyab	5	165	6	212
Rangoon Town	2	205	2	234
Total ...	7	370	8	446

Epidemic sickness interfered greatly with school work in the Akyab district during the year under report. In Rangoon Town things are much as before ; the Madrassa-i-Islamia has been removed to China street, and is attended chiefly by Bengali children.

That of Hafid Ahmed, in Sikkè Maung Khine street, is more especially for children of mixed parentage, and Burmese is taught instead of English.

Moulmein has a very flourishing Madrassa, supported by Abdul Majid Madanee.

In some other centres there are a few schools, the instruction given being as a rule religious only and confined to the repetition of the Koran.

80. The following table shows the figures for all schools reported as existing :—

Towns.	Recognized.		Private.	
	Schools.	Pupils.	Schools.	Pupils.
Moulmein	...	...	11	388
Tavoy	...	...	3	48
Mergui	...	...	10	193
Toungoo	...	...	3	57
Shwegyin	...	...	5	45
Rangoon	2	234	8	326
Pegu	...	...	3	20
Prome	...	...	...	...
Akyab	6	212	186	1,937
Kyaukpyu	...	...	2	16
Bassein	...	...	1	50
Henzada	...	...	...	...
Thayetmyo	...	...	4	95
Total ...	8	446	236	3,175

(*c*) *Chins.*

81. Education for the children of this race is provided by the A. B. Mission in the Sandoway and Thayetmyo districts.

The school in Sandoway Town is still maintained and shows some progress.

(*d*) *Karens.*

82. Karen schools have been fully noticed in Section V. They are carried on with considerable energy and are liberally supported by the people. It is pleasing to note that a desire for instruction is springing up in the heathen section of the population.

83. The following statement gives the leading particulars regarding Karen schools :—

Division.	District.	Number of schools.		Number of pupils.		Number of certificated teachers.		Masters with Karen teacher's certificate.	
		1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Arakan	Akyab	...	...	...	...	...	...	...	...
	Kyaukpyu ...	...	...	...	...	...	...	...	...
	Sandoway ...	...	...	...	...	...	...	...	...
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...
Pegu ...	Rangoon	...	...	...	...	...	...	...	...
	Hanthawaddy ...	52	55	1,355	1,572	3	2	24	39
	Pegu	38	39	1,080	1,249	4	3	21	20
	Tharrawaddy ...	29	27	957	913	...	...	16	14
	Prome	...	...	...	...	...	...	...	...
Irrawaddy.	Thôngwa... ...	87	96	2,648	2,676	4	3	24	33
	Bassein	102	111	3,218	3,389	1	1	51	48
	Henzada	41	44	1,325	1,233	1	1	17	21
	Thayetmyo ...	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein ...	..	...	...	...	...	...	...	...
	Amherst	49	44	1,538	1,634	2	4	15	16
	Shwegyin ...	9	13	364	408	...	...	1	5
	Toungoo	32	30	1,211	1,269	1	...	16	12
	Tavoy	7	3	182	70	1	1	2	2
	Mergui	9	10	263	263	...	...	5	6
	Salween	2	2	41	46	...	...	...	...
	Total ...	457	474	14,182	14,722	17	15	192	216

84. The following statement shows the number of passes gained and the amount of grants earned in the past two years :—

Division.	District.	1891-92. Upper Primary.	Lower Primary	Total.	Grants earned.	1892-93. Upper Primary.	Lower Primary.	Total.	Grants earned.	Increase.	Decrease.
					Rs. A.				Rs. A.	Rs. A.	Rs. A.
Arakan.	Akyab ...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu ...	...	...	...	...	...	...	...	...	...	...
	Sandoway ...	...	...	...	...	...	...	...	...	...	...
	Arakan Hill Tracts.	...	...	...	...	...	...	...	...	...	...
Pegu.	Rangoon ...	...	...	...	...	...	...	...	...	...	...
	Hanthawaddy...	58	168	226	1,533 0	92	266	358	2,453 2	920 2	...
	Pegu ...	63	171	234	1,655 11	72	295	367	2,514 12	859 1	...
	Tharrawaddy ...	55	178	233	724 10	72	158	230	1,774 2	1,049 8	...
	Prome ...	...	...	...	...	...	...	...	...	...	...
Irra-waddy.	Thôngwa ...	122	407	529	3,745 5	116	607	723	4,670 6	925 1	...
	Bassein ...	129	490	619	4,522 10	122	600	722	5,063 8	540 14	...
	Henzada ...	47	272	319	2,123 0	76	334	410	2,710 8	587 8	...
	Thayetmyo ...	...	...	...	...	...	...	...	...	...	...
Tenasserim.	Moulmein ...	...	...	...	...	...	...	...	...	...	...
	Amherst ...	62	249	311	1,979 4	89	367	456	2,998 5	1,019 1	...
	Shwegyin ...	26	69	95	754 10	30	73	103	864 6	109 12	...
	Toungoo ...	50	184	234	1,816 4	76	279	355	2,567 0	750 12	...
	Tavoy ...	5	28	33	162 12	...	17	17	156 6	...	6-6
	Mergui ...	1	29	30	211 8	6	53	59	401 10	190 2	...
	Salween ...	...	6	6	33 12	...	13	13	72 0	38 4	...
	Total ...	618	2,251	2,869	19,262 6	751	3,062	3,813	26,246 1	...	...

(e) *Tamil and Telugu Schools.*

85. In Rangoon town there is one school with 30 pupils on the Deputy Inspector's list. If provision be made for the inspection and aid of schools attended by these races, there are many places where we might have good primary schools. Of course I take into consideration only those cases where these people have become permanent settlers. The accompanying list shows that these people have schools of their own.

Statistics of Tamil Schools in Lower Burma.

Number of schools.	Locality of school.	District.	Number of pupils.	Occupation of parents.
1	No. 91, Fraser street	Rangoon ...	35	Trade.
2	30th street	Do. ...	15	Do.
3	Kaliammankoil	Do. ...	25	Do.
4	Alôn	Do. ...	35	Do.
5	Pazundaung No. 1	Do. ...	20	Do.
6	Upper Pazundaung	Do. ...	25	Coolies.
7	Bongalimoat	Do. ...	12	Trade.
8	Lower Pazundaung	Do. ...	20	Coolies.
9	Sadar Bazaar Girls	Do. ...	35	Government servants.
10	Cantonment line	Do. ...	45	Ditto.
11	Boyu line	Do. ...	20	Ditto.
12	Lascar line	Do. ...	15	Ditto.
13	Ettykola	Do. ...	62	Cultivation.
14	Vennar Pet	Do. ...	15	Dhobies.
15	Kandawgyi	Do. ...	20	Trade.

Statistics of Tamil Schools in Lower Burma—concluded.

Number of schools.	Locality of school.	District.	Number of pupils.	Occupation of parents.
16	Thamaine	Rangoon ...	20	Cultivation.
17	Thappikan	Do. ...	15	Do.
18	Tenkasi	Do. ...	16	Do.
19	Kambay	Do. ...	15	Do.
20	Yeengulam No. 1	Hanthawaddy ...	25	Do.
21	Yeengulam No. 2	Do. ...	18	Do.
22	Yeengulam No. 3	Do. ...	20	Do.
23	Kambe	Do. ...	15	Do.
24	Pantôn'	Do. ...	20	Do.
25	Kovindan	Pegu ...	25	Do.
26	Meinkulam	Do. ...	20	Do.
27	Kyautan	Do. ...	24	Do.
28	Koni	Do. ...	25	Do.
29	Dapju	Do. ...	18	Do.
30	Mankulam	Do. ...	20	Do.
33	Mupju	Do. ...	16	Do.
34	Ôkpo	Do. ...	20	Do.
35	Thônthinkan	Do. ...	25	Do.
36	Sankan	Do. ...	26	Do.
37	Kattajuna	Do. ...	24	Do.
38	Kathikupam	Do. ...	21	Do.
39	Thakupyam	Do. ...	27	Do.
40	Pegu No. 1	Do. ...	30	Do.
41	Pegu No. 2	Do. ...	25	Do.
42	Pegu No. 3	Do. ...	21	Do.
43	Thakla	Do. ...	29	Do.
44	Kathipyan	Do. ...	15	Do.
45	Avanny	Do. ...	12	Do.
46	Attuvam	Do. ...	16	Do.
47	Kyan	Do. ...	18	Do.
48	Pynangan	Do. ...	20	Do.
49	Aythyea	Do. ...	17	Do.
50	Thôngwa	Do. ...	29	Do.
51	Attiwa	Do. ...	16	Do.
52	Thannapyan	Do. ...	25	Do.
53	Pallai	Do. ...	50	Do.
54	Thuppingan	Do. ...	20	Do.
57	Moulmein No. 1, Mupune	Amherst ...	15	Trade.
58	Moulmein No. 2, Momygan	Do. ...	24	Do.
59	Moulmein No. 3, Myangoon	Do. ...	17	Do.
60	Moulmein No. 4, Nyabasty	Do. ...	29	Do.
61	Moulmein No. 5, Cantonment	Do. ...	24	Government servants and trade.
62	Moulmein No. 6, Dinwunquin	Do. ...	23	Ditto.
63	Moulmein No. 7, S. P. G.	Do. ...	20	Ditto.

Statistics of Tamil Schools in Lower Burma. Registered schools presenting pupils for Tamil examination.

Number of schools.	Locality of school.	District.	Number of pupils.	Remarks.
1	St. Anthony's school	Rangoon ...	196	Purely Anglo.
2	Lutheran Mission school	Do. ...	112	Tamil school.
3	St. Gabriel's school	Do. ...	165	Ditto.
4	Methodist school	Do. ...	60	Ditto.
5	American Baptist Mission school	Do. ...	56	Ditto.
6	Sadar Bazaar Anglo-Vernacular school ...	Do. ...	140	Ditto.
7	Insein Tamil school	Do. ...	56	Ditto.
8	Maduray Pillay's school	Do. ...	198	Ditto.
9	Rangoon college	Do. ...	12	Tamil pupils.
10	St. John's college	Do. ...	24	Ditto.
11	St. Paul's school	Do. ...	9	Ditto.
12	St. Mary's school	Do. ...	5	Ditto.
13	St. Barnabas' school	Do. ...	7	Ditto.
14	Moulmein American Baptist Mission school ...	Moulmein ...	45	Anglo-Vernacular school.

(*f*) *Chinese.*

86. As a rule Chinese children who do not desire Anglo-Vernacular instruction attend Burmese Indigenous schools without hesitation. But there are a few purely Chinese schools. These are popular and in every case entirely self-supporting. The Chinaman charges a good fee and sees that he gets it.

The following are reported—:

Rangoon, two schools, 95 pupils.
Moulmein, one school, 17 pupils.
Mergui, two schools, 24 pupils.

(*g*) *The Talaings.*

87. I have not been able to get statistics regarding these people, showing what schools they have. But I find there is a large population of Talaings, who know little or no Burmese and hold themselves aloof. It is worth considering whether a Sub-Inspector of Schools, himself a Talaing, might not be appointed to see what may be done in the way of education for these people.

SECTION IX.

PRIVATE SCHOOLS.

88. It may again be noted that the great bulk of these institutions are as a matter of fact not schools in the generally accepted sense of the word.

Little if any secular instruction is given in most of them, and where afforded is of so elementary and imperfect a nature that the extremely simple test imposed by the department cannot be met.

Arithmetic remains an unsurmountable stumbling block. *A great deal more might be done by Deputy and Sub-Inspectors when on tour in the way of teaching the managers of such schools* and thus enabling them to qualify for bringing their schools on the registered list. This is a part of their duty that Deputy and Sub-Inspectors neglect. They should also do more to bring simple text-books to the notice of such schools.

I have made a particular note of this and hope to see some decided improvement in this respect by next year.

There are certain semi-monastic schools whose managers decline to take up secular instruction in any way. With these nothing can now be done; but in time some may be led by example to overcome their scruples and join in educational work.

89. The following statement gives the statistics of the schools above referred to for the past two years:—

District.	Schools, 1891-92.	Schools, 1892-93.						Pupils, 1892-93.								
	Total schools, 1891-92.	European.	Burmese and Talaing.	Karen.	Mahomedan.	Tamil.	Chinese.	Total schools, 1892-93.	Total pupils, 1891-92.	European.	Native Christian.	Burmese and Talaing.	Karen.	Mahomedan.	Tamil.	Hindu.	Chinese.	Total, 1892-93.
Akyab	399	...	254	...	186	...	...	440	5,054	...	...	3,587	...	1,937	...	...	5	5,529
Kyaukpyu	125	...	201	...	2	...	...	203	963	...	...	1,808	...	29	...	...	...	1,837
Sandoway	50	...	52	...	...	...	...	52	393	...	17	607	...	...	-	...	...	624
Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rangoon	170	...	157	...	8	3	6	174	1,939	...	...	1,649	...	326	46	...	78	2,099
Hanthawaddy... ...	175	...	210	3	...	...	...	213	2,715	...	...	3,008	56	...	...	1	...	3,065
Pegu	327	...	264	9	3	...	...	276	4,461	...	...	1,898	68	20	...	...	...	1,986
Tharrawaddy	58	...	98	7	...	...	...	105	484	...	...	1,261	105	...	...	...	...	1,366
Prome	211	...	240	...	...	...	...	240	1,636	...	...	1,891	...	...	...	...	...	1,891
Thôngwa	168	...	146	30	...	...	...	176	2,152	...	...	1,256	390	...	...	...	...	1,646
Bassein	231	...	196	34	1	...	...	231	2,169	..	...	1,425	528	50	...	2	...	2,005
Henzada	280	...	326	9	...	...	...	335	3,873	...	...	4,902	104	...	...	...	1	5,007
Thayetmyo	35	...	298	...	4	...	...	302	500	...	...	3,543	...	98	...	...	...	3,641
Moulmein Town ...	88	...	80	...	11	4	...	95	1,182	...	...	1,147	...	388	71	...	...	1,606
Amherst	420	...	289	112	...	...	...	401	4,719	...	...	3,901	1,268	...	...	...	...	5,169
Shwegyin	226	...	215	6	5	...	...	226	4,518	...	...	4,026	293	45	...	...	...	4,364
Toungoo	143	...	140	48	3	2	...	193	1,403	...	...	1,644	787	57	55	...	...	2,543
Tavoy	171	...	185	...	3	...	...	188	3,019	...	...	3,464	...	48	...	...	...	3,512
Mergui	80	...	72	...	10	...	...	82	1,069	...	...	1,400	18	196	...	...	62	1,676
Salween	9	...	...	10	...	...	...	10	60	...	...	...	118	...	...	...	...	118
Total ...	3,366	...	3,423	268	236	9	6	3,942	42,309	...	17	42,417	3,735	3,194	172	3	146	49,684
Increase ...	...	...	...	...	...	.	...	576	...	...	...	...	...	...	...	...	...	7,375
Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

The net increase is 576 schools and 7,375 pupils. Pupils average over 12·6 per school against 10·7 in 1890-91 and 11·8 in 1889-90.

Many of the insignificant and useless lay schools are reported to be the outcome of a desire to escape payment of the capitation-tax. It would probably be well for the District Officers to instruct their thugyis to refuse exemption to all lay school-managers, whose names do not appear in the Deputy Inspector's list of recognized schools. Among the unrecognized schools are a large number for Mahomedans, Tamils, and Telegus.

The addition of Tamil, Telegu, and Urdu as a medium of instruction has been proposed and sanctioned and will bring many of these schools on the recognized list.

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

90. Never before has the editorial staff of the Burma Text-book Committee been so actively employed as it was during the year that has just closed. The urgency with which text-books were called for, taxed the utmost powers of the staff. Two new assistants were sanctioned and appointed, and the salary of the sub-editor and of one of the Burmese sayas was increased by Rs. 30 and Rs. 20 respectively. This arrangement, while ensuring greater efficiency has been provided for by the transfer to the establishment account of the Rs. 3,000 budgetted for each year for printing charges, bonuses to outside translators, purchase of books, &c., which has not been fully utilized.

91. The following is a list of books prepared and published by the Text-book Committee during the year under review:—

(i) Fifth Standard, Burmese Reader, Foolscap 8vo., 172 pages.
(ii) Gladman's "School Method," demy 8vo., 152 pages.

The translation of "Fowler's Discipline and Instruction" made by a private translator was found to be so full of imperfections and needed so much revision, that it was deemed advisable for the editorial staff to make its own translation of the work. Gladman's "School Method" was also to have been given out for translation, but after the experience gained of outside work, the idea was abandoned.

In order to expedite the issue of the works on school management, arrangements were made with the American Baptist Mission Press to print them simultaneously with the translation, chapter by chapter. By this means it took only 9 months to complete Gladman's "School Method," including the days occupied in translating; ordinarily, it would have taken over 15 months. The Press has made a very neat and business-like volume of the work. Fowler's "Discipline and Instruction" is nearly ready.

92. During the past year a Sub-Committee, consisting of the Right Reverend Bishop Bigandet, Dr. Cushing, Mr. W. E. Mack, and the Editor, was appointed to prepare a Burmese Grammar in the Burmese language.

The appointment of this committee was the outcome of the following resolution passed at one of the meetings of the Text-book Committee, "*
* * Mr. Gray, Rangoon College, Mr. Mack, and Mr. Lonsdale be asked to furnish a brief outline of Burmese Grammar in Burmese suitable for use in schools above Standard IV, adapted to the simple structure of the Burman language, without the unnecessary introduction of the highly technical terms and artificial distinctions of the Pali language as the Burman language is destitute of the inflectional forms of Pali."

The Sub-Committee is now engaged on the terms to be employed in the Grammar. The task of compiling such a work is by no means an easy one, and some time must elapse before it can be ready for publication.

93. The work of translating and printing the Education Code commenced about the close of the previous year, was continued and completed in September last. This work took up much of the time of the editorial staff.

94. The following is the programme of work to the undertaken by the staff during the current year :—

(*a*) *Unfinished works.*

(i) Fowler's " Discipline and Instruction" (translating and printing.)
(ii) " Course of Physical Training for Primary schools" by W. Bell, M.A. (translating.)

(*b*) *New works.*

(i) Translation of Bailey's " Oral Teaching in Infant Schools."
(ii) Translation of Bailey's " How to teach the Babies."
(iii) Translation of Bell's " Physical Training for Middle Schools."
(iv.) Translation of " A Practical Guide to the English Kindergarten" by Johann and Bertha Ronge.

95. The undermentioned works were reported on by the Editor :—

(i) " History of Mandalay Town," by Kanni Sikkè Maung Paw.
(ii) " Lôhasara and Anusasana Sonmasâ," by Mr. Richard.
(iii) " An Algebra in Burmese," by Maung Po Maung, Deputy Inspector of Schools.

96. Yeo Wun Sin, the Sub-Editor, has worked with much zeal.

The two sayas and the two newly appointed assistant translators have also worked well.

97. With the present efficient staff at the command of the Text-book Committee, the want of suitable school text-books so keenly felt will, I trust, soon be removed.

98. It gives me great pleasure again to bring to the notice of the Chief Commissioner the very good work Mr. Lonsdale, the Editor, has done. The efficiency and spread of vernacular education depend very largely upon the work done by him and his subordinates.

99. Under the recent orders, making Burmese the medium of instruction for Burmese pupils in the Anglo-Vernacular schools, good text-books in Burmese for all the standards from I to VII inclusive, are very necessary. Either private enterprise, or the Text-book Committee, or both, will have to meet the demand. There are a very large number of useful school books that might be profitably brought out by private individuals. I wish more of them would come forward and assist the Text-book Committee in this important work.

SECTION XI.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

100. During the year under report, as in previous years, these have been steadily kept in view.

SECTION XII.

CONCLUSION.

101. In addition to those mentioned elsewhere in my report the following officers deserve mention for good work :—

Mr. Simeon and Mr. Lamb of the Moulmein High school. Mr. Wilkins reports that one and all of the teachers have worked well during the year.

Mr. D'Attaides and Choung Yin, Bassein High school.

Mr. O'Hara, Prome High school.

Under Mr. Fairhurst and Mr. Cotton the Tavoy and Mergui schools have improved.

Mr. Phillips, Shwegyin Municipal school.

Mr. Francke has worked up the Sandoway Municipal school. He deserves credit for having passed the Anglo-Vernacular Teachers' test.

Mr. Mackertoom has done much to restore the numbers in the Pegu Municipal school. It is time this school showed some results.

Mr. Reilly Jones and his staff at Kyaukpyu have done steady good work.

Under Mr. Campagnac the attendance and income of the Akyab High school have gone up. The school still needs to show better results and progress.

102. My office has worked well; it has no arrears. Mr. Maher, the Superintendent, deserves credit.

The accounts have been managed with admirable punctuality and precision by Mr. Jones, the Head Accountant. The school-managers throughout the province have felt the advantage.

103. With School-managers, District Officers, and Municipal Committees the relations of the Department have been good, and all have worked together to advance the education of the province.

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

REPORT

ON

PUBLIC INSTRUCTION IN UPPER BURMA

For the year 1892-93.

INTRODUCTION.

IN Upper as in Lower Burma I have no chief events for the year to mention. The new standards and rules have been put fully into force and the work has been carried on steadily. The special concessions made at the beginning in the years 1890-91 and 1891-92 were withdrawn in accordance with the notice that had been made to the school-managers at the time. There has been steady progress.

2. The progress in Vernacular Primary education would have been much greater if, owing to the action of the Mandalay clique of monks, a large number of monastic schools had not been forced to withdraw, much against their will. These schools and their pupils have now gone to the class of Private schools.

I deplore this result because the co-operation of the monks, and the ready way in which they came forward to take the lead in education, was the most pleasing feature of the introduction of the Government system of education into Upper Burma.

3. The lay schools for Primary Indigenous education have done well and show a great desire to succeed. They are in a very healthy condition and are popular.

Several of the managers of these schools have shown their interest in their work by themselves going in and passing the Government tests.

4. The scheme for the Patamabyan examination that I referred to in my last report was taken in hand and every arrangement was made as to the course of studies, the time and place of examination, the necessary rewards, and the funds for carrying out the whole scheme. Before giving effect to the scheme the Thathanabaing and his Sadaws were asked their opinion and any suggestions they might wish to make were invited.

This act of courtesy was met on their part by a complete disapproval of the whole scheme and an objection to work with the officers appointed by the Government, namely, the Judicial Commissioner, Upper Burma, the Commissioner of the Northern Division, the Director of Public Instruction, the Deputy Commissioner, Mandalay, and the Inspector of Schools, Upper Burma.

The scheme is in abeyance, and our efforts to improve Pali scholarship and to make the study of Pali among laymen and monks more popular, have been thwarted by those who ought to be foremost in assisting in the work.

In case there is ever a chance of the scheme being revived, I refer to my remarks in paragraph 5 of last year's report.

5. During the year arrangements were made for providing (*a*) Middle English scholarships for pupils who passed the VIIth Standard examination and wished to read in a High school; (*b*) Upper Primary scholarships, Vernacular and Anglo-Vernacular, to enable pupils who passed the IVth Standard examination from Indigenous or Anglo-Vernacular schools to read in the Middle department of an Anglo-Vernacular school. These scholarships have been fairly well taken up.

6. Three Anglo-Vernacular schools were raised to the High standard, but only one has been working up to it as the pupils from the other two left owing to the transfer of their parents. These schools hope to open their High departments after the result of the next VIIth Standard examination.

7. The Mandalay Technical school has been at work and is slowly making its way. I trust it will be popular. It takes time for the people to learn to appreciate a school of this kind.

8. Middle English schools still need improvement: a stricter collection of fees, more liberal assistance in Mission schools from the respective Missions, larger and more competent staff, and closer direct supervision by the superintendents are necessary. The work required for maintaining an efficient Middle English school is harder than some superintendents think it is. Some of the Middle English schools are so poorly equipped, have such an inefficient staff, and are generally so unattractive, that it is no wonder pupils will not join.

The great need of many of these schools is a larger attendance of pupils. The popularity of some schools, as shown by the large attendance and large income from fees, shows that the fault does not lie with the "backward state of Upper Burma" that is so often urged. Superintendents need to give more time to teaching and to training their masters. Many of them have too many duties to allow them to attend to their schools at all, except in a very perfunctory way. Sometimes complaints are made that the grants are too small; a careful examination of the rates will show that they are not, if a school has pupils enough to earn them. But many schools have for a few pupils a staff that will suffice for treble the number. They find this expensive and think the grants ought to be increased; a system that follows the rule of "the smaller the school, the bigger the grant," would hardly do.

9. Kindergarten, drawing, drill, and gymnastics are not as carefully attended to as in Lower Burma. In only one school is drawing systematically taught. Drill as laid down in the Manuals prepared by Mr. Bell of Lahore needs to be more thoroughly attended to.

Gymnastics and athletic sports are popular, especially the latter where there are boarders.

There are no Kindergarten classes as yet, nor has Upper Burma any Normal schools.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

10. The following table is a comparative statement of the statistics of educational institutions of all kinds:—

Name of institution.	1891-92.		1892-93.		
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.
Public Institutions.					
University—College	...	...	...	...	...
High English schools	...	...	1	98	98
Middle English schools	11	630	9	472	52
Middle Vernacular schools	...	..	10	639	64
Primary do.	3,321	51,011	2,005	40,924	20
Special do.	6	127	6	115	19
Female do.	64	1,306	63	1,783	28
Total Public Institutions ...	3,402	53,074	2,094	44,031	21
Private Institutions.					
Advanced, teaching—					
Pali	...	...	...	...	...
Arabic or Persian	...	...	...	...	...
Sanskrit	...	...	...	...	...
Elementary, teaching Vernacular only or mainly	2,396	9,155	5,698	44,895	8
Other schools not conforming to departmental standards for religious instruction only.	62	1,122	59	1,031	17
Total Private Institutions ...	2,458	10,277	5,757	45,927	8
GRAND TOTAL ...	5,860	63,351	7,851	89,958	11

Public institutions show a decrease of 1,308 schools and 9,043 pupils. This is due in part to the loss of 2 schools and 158 pupils in the Middle English grade and to a decrease of 1,316 schools and 10,087 pupils in the Primary grade. The whole loss in the Primary grade is due to the withdrawal of monastic schools, who have been frightened by the action of the Mandalay clique of monks. This gives a very good idea of the harm done.

Middle Vernacular schools have increased by 10 and by 639 in the number of pupils. Last year we had no Middle Vernacular schools, as up to that time the VIIth Standard examination had not been instituted. This increase shows the number of IVth grade schools which on passing pupils have moved on to the Middle stage. Great care is taken, however, to prevent such schools starting Middle departments to the prejudice of the Primary.

Female education shows a decrease of 1 school, but a satisfactory increase of 477 pupils.

Among Private institutions the Elementary schools have increased by 3,302 and the pupils by 35,741. This is due to a certain extent to the loss of monastic schools, and, as pointed out last year, to better inspection, the interior of the several districts having been better explored and more schools discovered.

The other Private institutions consist, as last year, of Mahomedan, Manipurian, and Nuns' schools. They are less by 3 schools and 91 pupils.

11. In the following statement the schools are classified according to their management :—

Class of schools.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
PUBLIC INSTITUTIONS.				
Under public management.				
Maintained by the Department	5	116	5	107
Maintained by Municipal Boards	...	...	1	54
Under private management.				
Aided by the Grant-in-aid Rules	23	901	18	910
Aided under the rules for Indigenous schools	535	12,940	505	13,862
Unaided	2,839	39,117	1,565	29,098
Total ...	3,402	53,074	2,094	44,031
PRIVATE INSTITUTIONS.				
Of Indigenous instruction	2,458	10,277	5,757	45,927
GRAND TOTAL ...	5,860	63,351	7,851	89,958

The one school maintained by a Municipal Board is in reality a grant-in-aid school subsidized by the Municipality at Sagaing, till it can be made self-supporting.

12. In the following statement pupils attending public schools are classified according to the stages of instruction they are in :—

Standards of education.	Number of schools.	Number of pupils.	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
												Reading printed books.			*Not reading printed books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English ...	2	245	1	6	7	29	16	45	30	47	77	54	62	116	...	...	...	114	131	245
Middle English ...	10	491	1	...	1	68	5	73	162	18	180	227	10	237	...	...	...	458	33	491
Middle Vernacular	10	639	...	...	...	44	1	45	178	10	188	286	120	406	...	...	...	508	131	639
Primary ...	2,066	42,541	...	...	...	42	2	44	584	106	690	36,756	5,051	41,807	...	...	...	37,382	5,159	42,541
Total ...	2,088	43,916	2	6	8	183	24	207	954	181	1,135	37,323	5,243	42,566	...	...	...	38,462	5,454	43,916

13. The following statement gives a summary of the foregoing figures and gives those of the previous year for comparison :—

Stage.	Number of pupils.		Increase.	Decrease.
	1891-92.	1892-93.		
High	3	8	5	...
Middle	95	207	112	...
Upper Primary	589	1,135	546	...
Lower Primary, reading printed books	52,260	42,566	...	9,694
Total ...	52,947	43,916	...	...

14. The following statement shows the number of pupils in all classes of institutions, aided and unaided, for each district :—

Division.	District.	In Public Institutions.										In Private Institutions.						District Total.		Divisional Total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.					
		1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Northern	Mandalay	...	...	380	822	11,237	6,137	28	23	11,645	6,982	...	...	2,603	8,365	2,603	8,365	14,248	15,347	19,467	20,687
	Bhamo	...	...	...	38	1,017	701	...	...	1,017	739	...	...	41	288	41	288	1,058	1,027		
	Katha	...	...	...	...	745	726	...	...	745	726	...	...	61	494	61	494	806	1,220		
	Ruby Mines ...	...	...	...	...	311	305	...	...	311	305	...	...	11	58	11	58	322	363		
	Shwebo	...	...	43	60	2,656	1,212	11	...	2,710	1,272	...	...	323	1,458	323	1,458	3,033	2,730		
Central ...	Ye-u	...	...	...	35	938	1,414	...	...	938	1,449	...	...	415	1,672	415	1,672	1,353	3,121	16,355	23,133
	Sagaing	...	...	41	101	6,087	4,742	18	18	6,146	4,861	...	...	503	7,569	503	7,569	6,649	12,430		
	Lower Chindwin ...	...	...	...	...	3,923	3,021	...	...	3,923	3,021	...	...	1,934	1,920	1,934	1,920	5,857	4,941		
	Upper Chindwin ...	...	...	...	...	1,631	1,573	...	...	1,631	1,573	...	...	865	1,068	865	1,068	2,496	2,641		
Southern...	Myingyan	...	...	50	...	7,417	4,949	...	...	7,467	4,949	...	...	490	5,692	490	5,692	7,957	10,641	18,796	27,327
	Pakôkku	...	...	66	60	2,290	2,874	...	...	2,356	2,934	...	...	513	1,820	513	1,820	2 869	4,754		
	Minbu	...	...	...	...	3,237	3,339	31	27	3,268	3,366	...	...	912	1,970	912	1,970	4,180	5,336		
	Magwe	...	...	...	...	3,131	1,951	...	...	3,131	1,951	...	...	659	4,645	659	4,645	3,790	6,596		
Eastern ...	Kyauksè	...	...	...	91	3,387	726	20	26	3,407	843	...	...	578	2,885	578	2,885	3,985	3,728	8,733	18,811
	Meiktila	...	...	...	...	1,021	2,498	...	...	1,021	2,498	...	...	60	4,794	60	4,794	1,081	7,292		
	Yamèthin	...	...	60	55	1,889	4,975	19	21	1,968	5,051	...	...	148	881	148	881	2,116	5,932		
	Pyinmana	...	...	86	113	1,304	1,398	...	...	1,390	1,511	...	...	161	348	161	348	1,551	1,859		
	Total ...	...	...	726	1,375	52,221	42,541	127	115	53,074	44,031	...	...	10,277	45,927	10,277	45,927	63,351	89,958	63,351	89,958

15. The following table gives a comparative statement of the expenditure for the last two years:—

Heads of expenditure.	1891-92.		1892-93.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	...	...	...	...
Secondary	2,969	20,109	9,623	27,062
Primary	29,225	33,595	30,892	35,625
Female	1,942	7,013	5,498	13,560
Special	5,909	6,339	6,257	9,331
Scholarships	5,210	5,210	5,676	5,676
Buildings	...	1,169	1,606	1,706
Furniture and apparatus	744	1,517	550	1,971
Miscellaneous	134	194	1,158	1,203
Superintendence	33,077	33,077	40,162	40,162
Total ...	79,210	1,08,223	1,01,422	1,36,296

The net Government expenditure has increased by Rs. 22,212, and is mainly accounted for under the heads "Secondary," "Female," and "Superintendence," which show increases of Rs. 6,654, Rs. 3,556, and Rs. 7,085 respectively. Under the first two heads the increases are due to larger earnings of results-grants both in Anglo-Vernacular and Vernacular schools and to enhancements in the salary-grants paid to Indigenous schools. The somewhat large increase under "Superintendence" is entirely caused by the entertainment of four new Deputy Inspectors of Schools, since the 1st April 1892, for the Shwebo, Magwe, Kyauksè, and Myingyan sub-circles.

SECTION II.

CONTROLLING AGENCIES.

16. Mr. Wells has been in charge of the Upper Burma Circle all through the year. The re-distribution of circles owing to the changes and additions in the superior inspecting staff, gave him promotion from a junior to a senior Inspectorship, and relieved him of the districts of Yamèthin and Pyinmana, which were added to the Eastern Circle, and of Minbu and Magwe, which were added to the Central Circle.

This year, as last, he has not spared himself where work was concerned. He has kept his subordinates in good order. He has worked well with all managers, monastic and lay, European and native, and has their confidence.

17. The following statement shows the work of the various Deputy Inspectors of Schools:—

Name.	Circle.	Days in charge.	Miles travelled.	Days spent		Days on inspection		Visits made		Total inspections.
				At headquarters.	In districts.	At headquarters.	In districts.	At headquarters.	In districts.	
Maung Tha Do Kaing.	Mandalay Town	365	...	315	...	204	...	908	...	908
Maung Tha Do Kaing.	Officiating Mandalay District.	93	148	...	50	...	50	...	304	304
Maung Môn * ...	Mandalay District	272	1,193	149	123	25	123	...	591	591

* Maung Môn on leave from 20th May to 20th August.

Name.	Circle.	Days in charge.	Miles travelled.	Days spent		Days on inspection		Visits made		Total inspections.
				At headquarters.	In districts.	At headquarters.	In districts.	At headquarters.	In districts.	
Maung Po San * ...	Bhamo, Katha, and Ruby Mines.	236	730	90	146	18	135	16	156	172
Maung Tôk Gyi ...	Officiating Bhamo, Katha, and Ruby Mines.	129	30	45	84	3	84	7	85	92
M- ·g Tôk Gyi ...	Shwebo ...	220	800	62	158	28	158	76	470	546
Maung Gyi † ...	Officiating Shwebo	153	67	7	...	5	...	11	...	11
Maung Gyi ...	Sagaing and Ye-u	365	2,070	148	210	38	210	116	1,289	1,405
Maung Po Win ...	Upper and Lower Chindwin.	365	2,445	107	258	29	258	58	842	900
Maung Tun San U	Myingyan ...	365	1,725	139	226	48	226	184	1,287	1,471
Maung Tun ...	Minbu and Pakôk-ku.	365	1,038	153	212	11	212	30	883	913
Maung Taw Pru ‡ ...	Magwe ...	334	1,611	132	202	15	202	79	823	902
Maung Tun ...	Officiating Magwe	31	...	...	...	...	...	...	...	...
Maung Po Kyin ...	Kyauksè and Meiktila.	365	2,445	93	272	6	272	24	1,001	1,025
Maung Myat Tun § ...	Yamèthin and Pyinmana.	68	129	46	22	...	22	...	99	99
Maung Bwa ...	Yamèthin and Pyinmana.	297	1,542	170	195	17	195	45	623	668

* Maung Po San on leave without allowances from 25th July to 30th November.
† Maung Gyi in charge of Shwebo from 15th July to 15th December.
‡ Maung Taw Pru on leave from 15th July to 15th August.
§ Maung Myat Tun in charge from 1st April to 8th June.

Maung Môn, Maung Gyi, Maung Tun San U, Maung Tun, Maung Taw Pru, and Maung Bwa show too large a number of days at headquarters.

On the whole the Deputy Inspectors have worked well. Mr. Wells specially mentions Maung Gyi, late Deputy Inspector of Sagaing, now a Myoôk, Maung Môn, Deputy Inspector of Schools, Mandalay district, and Maung Po San, Deputy Inspector of Schools, Bhamo.

Maung Tha Do Kaing, Deputy Inspector of Mandalay Town, needs to be firmer with the schools and school-managers. He has shown a tendency to break the rules and say nothing about it, to please them. Maung Tun, Deputy Inspector of Schools, Minbu and Pakôkku, needs to put more energy into his work. He has been transferred to Magwe, and I trust Maung Taw Pru, who has been sent in his place, will do more for education in those backward districts than Maung Tun did.

Maung Bwa, Deputy Inspector of Yamèthin and Pyinmana, needs to explore his district more.

Maung Tôk Gyi of Shwebo and Maung Po Kyin of Meiktila are young Deputy Inspectors and need careful watching and guidance.

SECTION III.

UNIVERSITY EDUCATION.

Nil.

SECTION IV.

SECONDARY EDUCATION.

18. The following statement gives the figures for the last two years of the number of Secondary schools and their attendance and examination passes:—

Class of schools.	1891-92.			1892-93.			1891-92.					1892-93.					
	Schools.	Pupils.	Average daily attendance.	Schools.	Pupils.	Average daily attendance.	Fifth standard.	Sixth standard.	Seventh standard.	Eighth standard.	Total.	Fifth standard.	Sixth standard.	Seventh standard.	Eighth standard.	Ninth standard.	Total.
High English.																	
Aided under the Grant-in-aid Rules.	1	66	56	2	245	208	6	...	2	2	10	11	10	8	3	1	33
Middle English.																	
Aided under the Grant-in-aid Rules.	12	658	557	10	491	373	34	9	11	...	54	18	12	5	...	...	35
Aided under the Indigenous School Rules.	...	...	...	10	639	639	...	...	...	...	...	21	7	4	...	...	32
Total ...	13	726	613	22	1,375	1,220	40	9	13	2	64	50	29	17	3	1	100

There is on the whole an increase of 9 schools, 649 pupils, and 36 examination passes by a Middle or a High standard, due chiefly to the registration during the year of 10 Vernacular Middle schools with 639 pupils, which passed on from the Primary to the Middle stage after passing pupils by the IVth standard. These schools are at work in the following districts:—Mandalay Town 4, Kyauksè 2, Bhamo 1, Shwebo 1, Ye-u 1, and Pyinmana 1.

The decrease of 2 Anglo-Vernacular schools is due to the reduction from the Middle to the Primary grade of the American Baptist Mission Burmese school, Mandalay. The A. B. M. School, Bhamo, has been transferred to List of Indigenous schools. Passes show a slight advancement of 4.

19. The following table shows the expenditure in schools of Secondary instruction for boys only:—

Class of schools.	1891-92.							1892-93.							Increase.	Decrease.
	Number of schools.	Number of pupils on the rolls on the 31st March 1892.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure From Government funds.	Expenditure From other sources.	Expenditure Total.	Number of schools.	Number of pupils on the rolls on the 31st March 1893.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure From Government funds.	Expenditure From other sources.	Expenditure Total.		
					Rs.	Rs.	Rs.					Rs.	Rs.	Rs.		
High English.																
Aided under the Grant-in-aid Rules.	...	...	...	...	...	...	...	1	98	105	76	379	3,635	4,014	4,014	
Middle English.																
Aided under the Grant-in-aid Rules.	11	630	651	537	2,969	17,140	20,109	9	472	446	354	3,950	13,804	17,754	...	2,355
Total ...	11	630	651	537	2,969	17,140	20,109	10	570	551	430	4,329	17,439	21,768	1,659	...

20. Appended is a list of secondary schools and the number of pupils passed from each during the last two years.

Division.	District.	Name of school.	Total number in each school.	1891-92.												1892-93.											
				Fifth standard.		Sixth standard.		Seventh standard.		Eighth standard.		Ninth standard.		Total.		Fifth standard.		Sixth standard.		Seventh standard.		Eighth standard.		Ninth standard.		Total.	
				Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.	Number in each class.	Number passed.
Northern	Mandalay	A. B. M. Boys' school	107	13	9	6	2	7	3	...	...	...	...	26	14	9	5	9	7	4	4	1	...	...	...	23	16
		R. C. M. Girls' school	86	6	6	...	...	6	2	3	2	...	...	15	10	6	6	5	3	4	4	3	3	2	1	20	17
		S. P. G. Boys' school	109	9	7	7	4	3	3	...	...	...	...	19	14	7	2	4	...	4	2	...	...	...	...	15	4
		E. W. M. Boys' school	64	5	2	4	2	3	3	...	...	...	...	12	7	10	5	3	2	...	...	...	...	...	...	13	7
		A. B. M. European Girls' school	20	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...
		A. B. M. Burmese Girls' school	...	2	2	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...
		R. C. M. Boys' school	30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	1
		U Nanda's school	62	...	...	...	...	...	...	...	...	...	...	...	...	4	4	...	...	6	2	...	...	...	...	10	6
		Maung Shwe Thin's school	114	...	...	...	...	...	...	...	...	...	...	...	...	3	3	4	3	5	1	...	...	...	...	12	7
		Maung Tôk's school	133	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	1
		Maung Aung Gyi's school	60	...	...	...	...	...	...	...	...	...	...	...	...	4	4	...	...	1	1	...	...	...	...	5	5
	Bhamo	A. B. M. Kachin school	38	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	2	...
	Shwebo	All Saints' S. P. G. school	44	...	...	2	1	2	2	...	...	...	...	4	3	4	4	...	...	2	1	...	...	..	...	6	5
Central	Ye-u	U Thumana's school	35	...	...	...	...	...	...	...	...	...	...	...	...	3	2	...	...	...	...	...	...	...	...	3	2
	Sagaing	Town school	44	...	...	...	...	...	...	...	..	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...
		R. C. M. Mixed school, Nabet	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
		U Ayeindama's school	47	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	2	2
Southern	Myingyan	A. B. M. Mixed school	...	2	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
	Pakôkku	E. W. M. Boys' school	58	11	10	...	...	...	...	...	...	...	...	11	10	3	1	9	8	1	1	...	...	...	...	13	10
	Kyauksè	U Pandi's school	50	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	...	...	...	...	...	...	4	4
		Maung Nyo's school	41	...	...	...	...	...	...	...	...	...	...	...	...	4	3	...	...	...	...	...	...	...	...	4	3
Eastern	Yamèthin	R. C. M. school	47	2	1	...	...	...	...	...	...	...	...	2	1	2	1	...	...	...	...	...	...	...	...	2	1
		Railway Mixed school	21	1	1	...	...	...	...	...	...	...	...	1	1	...	...	1	1	...	...	...	...	...	...	1	1
	Pyinmana	R. C. M. school	...	1	1	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...
		A. B. M. school	61	2	1	...	...	...	...	...	...	...	...	2	1	8	5	...	...	2	1	...	...	...	...	10	6
		Maung Saung's school	57	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	2	2
		Total	1,328	55	40	19	9	21	13	3	2	...	...	98	64	76	50	40	29	29	17	4	3	2	1	151	100

Excluding the High department passes of the Roman Catholic Mission Girls' school, Mandalay, the number in the Middle departments has gone up from 95 to 145 and the passes from 62 to 96.

I have stated elsewhere that there is only one High school at present. Two others began, but lost their pupils.

The advance in Indigenous Middle schools is satisfactory, and it is worthy of note that among them are those of four monks, U Nanda, U Ayeindama, U Thumana, and U Pandi, four men greatly respected for their work and life as monks.

SECTION V.

PRIMARY INSTRUCTION.

21. The following statement compares the statistics of Public Primary schools for the past two years:—

Class of institution.	Number of Primary schools or Primary departments of Middle schools under inspection.		Number of pupils in attendance.		Number of pupils passed							
					Upper Primary.				*Lower Primary.*			
					IV.		III.		II.		I.	
	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Public institutions under public management.	...	1	...	50	...	2	...	3	...	2	...	8
Public institutions under private management.	22	17	792	779	46	53	73	72	107	100	120	103
Indigenous schools, aided and unaided—												
Burmese ...	3,371	2,068	51,955	42,712	57	109	205	321	492	952	1,378	2,518
Mahomedan ...	1	2	37	160	...	2	2	11	9	28	...	37
Manipurian ...	2	...	65	...	...	...	...	...	...	...	6	...
Total ...	3,396	2,088	52,849	43,701	103	166	280	407	608	1,082	1,504	2,666

With a view to uniformity this table has this year been prepared on the same lines as the corresponding table in Section V of the Lower Burma report. The statistics of attendance are given for only the Primary departments of schools.

Anglo-Vernacular schools show a decrease of 4 schools and an increase of 37 pupils. The decrease in schools is due to the closing of the Roman Catholic Mission Boys' school, Pyinmana, the American Baptist Mission school, Myingyan, the S. P. G. Mixed school, Myittha, Kyauksè district, and the Roman Catholic Mission school, Shwebo.

Primary passes in these schools show increases of 9 and 2 respectively under Standards IV and III, and decreases of 5 and 9 respectively under Standards II and I.

Indigenous schools show a decrease of 1,304 schools and 9,185 pupils, due, as explained in Section I, to the withdrawal of monastic schools, which have been frightened by the action of the Mandalay clique of monks.

There is a considerable increase of passes by each of the Primary standards. This is very satisfactory, inasmuch as these schools were subjected to a severer test during the year, so as to show them what to work up to in future, seeing that managers, both European and native, have got their schools systematically at

work in accordance with the standards. Full passes mean that at Indigenous schools managers have taken the trouble to acquaint themselves with arithmetic, and, in some instances, with geography as well. Most of the Vernacular Mission schools have had to be classed as Private, as, for want of teachers, little is taught beyond a catechism in the vernacular. The Manipurian schools have been struck off the list as the education given was solely of a religious character, though with the Sagaing Weaving schools a little elementary calculation was also taught. A town school, aided by the Municipality, was opened at Myingyan during the year, but had to be closed owing to the want of promised pecuniary support from the native community. A Municipal aided town school has been opened at Sagaing and is progressing satisfactorily. The Wesleyan Mission has started an English school at Mônywa, aided by the Municipality, and a Vernacular school, under a certificated mistress, at Pakôkku.

A.—Non-Indigenous Institutions.

22. The following table gives the results for the last two years of examination of the registered aided Anglo-Vernacular Primary schools in Upper Burma:—

Division.	District.	Name of school.	1891-92. First standard. Number in each class.	1891-92. First standard. Number passed.	1891-92. Second standard. Number in each class.	1891-92. Second standard. Number passed.	1891-92. Third standard. Number in each class.	1891-92. Third standard. Number passed.	1891-92. Fourth standard. Number in each class.	1891-92. Fourth standard. Number passed.	1891-92. Total. Number in each class.	1891-92. Total. Number passed.	1892-93. First standard. Number in each class.	1892-93. First standard. Number passed.	1892-93. Second standard. Number in each class.	1892-93. Second standard. Number passed.	1892-93. Third standard. Number in each class.	1892-93. Third standard. Number passed.	1892-93. Fourth standard. Number in each class.	1892-93. Fourth standard. Number passed.	1892-93. Total. Number in each class.	1892-93. Total. Number passed.	Results of the IInd and IVth Standard examinations taken together.
Northern	Mandalay	A. B. M. Boys' school	22	8	7	6	9	9	15	4	53	27	32	24	18	9	14	4	20	11	84	48	+ 10
		R. C. M. Girls' school	24	7	13	7	8	5	8	8	53	27	35	8	14	11	10	6	7	5	66	30	+ 1
		S. P. G. Royal school	45	10	29	15	23	12	16	6	113	43	28	5	28	13	19	12	19	7	94	37	+ 1
		E. W. M. Boys' school	22	7	9	4	14	7	16	6	61	24	26	6	6	5	10	4	9	6	51	21	+ 1
		R. C. M. Boys' school	19	6	9	4	...	...	4	...	32	10	9	6	7	4	8	5	5	...	29	15	...
		A. B. M. Eurasian Girls' school.	2	2	4	3	2	2	...	...	8	7	7	2	6	4	3	2	3	2	19	10	+ 3
		R. C. M. Tamil school	...	...	...	...	...	...	...	...	...	...	22	...	2	...	2	2	1	...	27	2	...
		A. B. M. Burmese Girls' school.	20	9	4	3	2	1	...	...	26	13	26	7	11	8	4	2	1	1	42	18	+ 6
		A. B. M. Mixed Infants' school.	10	1	2	1	2	2	...	...	14	4	...	...	...	...	...	...	...	...	...	...	— 1
	Shwebo	All Saints' S. P. G. school	18	6	9	9	6	6	6	5	39	26	16	11	10	7	7	7	5	4	38	29	— 3
		R. C. M. Boys' school	15	4	4	3	...	...	4	...	23	7	...	...	...	...	...	...	...	...	...	...	— 3
Central	Sagaing	R. C. M. Mixed school, Nabet	9	8	19	12	2	...	10	...	40	20	1	1	5	5	9	6	2	1	17	13	+ 6
		Town school	...	...	...	...	...	...	...	...	...	...	26	8	7	2	4	3	6	2	43	15	+ 4
	Lower Chindwin.	E. W. M. School	...	...	...	...	...	...	...	...	...	...	10	3	13	5	1	...	2	...	26	8	+ 5
Southern	Myingyan	A. B. M. Mixed school	23	2	9	5	10	5	6	1	48	13	...	...	...	...	...	...	...	...	...	...	— 6
	Pakôkku	E. W. M. Boys' school	35	12	15	7	6	6	9	5	65	30	16	8	13	10	6	4	10	5	45	27	+ 3
	Kyauksè	E. W. M. Boys' school	12	3	4	3	4	3	4	4	24	13	13	5	5	3	4	3	3	...	25	11	— 4
		R. C. M. Mixed school	13	...	4	3	...	...	...	...	17	3	...	...	...	...	...	...	...	...	...	...	— 3
		S. P. G. Mixed school, Myittha	6	4	5	3	...	...	...	...	11	7	...	...	...	...	...	...	...	...	...	...	— 3
Eastern	Meiktila	A. B. M. Mixed school	15	2	3	2	...	...	...	...	18	4	12	1	3	2	2	...	...	...	17	3	...
	Yamèthin	R. C. M. Boys' school	21	14	10	5	13	5	3	2	47	26	14	3	13	6	11	5	7	1	45	15	...
		B. S. Railway Mixed school	2	...	4	1	2	1	2	...	10	2	3	2	12	...	...	...	5	3	20	5	+ 2
	Pyinmana	R. C. M. Boys' school	30	3	3	1	2	2	2	...	37	6	...	...	...	...	...	...	...	...	...	...	— 1
		A. B. M. Boys' school	18	9	8	6	12	7	8	5	46	27	20	9	6	5	13	9	12	5	51	28	— 1
		All Saints' S. P. G. school	4	3	13	4	...	...	...	...	17	7	12	2	12	3	4	2	2	2	30	9	+ 1
		Total	375	120	187	107	117	73	113	46	792	346	328	111	191	102	131	76	119	55	769	344	+ 4

23. The following statement gives the nationality of the candidates presented and passed at the Anglo-Vernacular Standard Examination :—

Examination.	Europeans and Eurasians.		Burmese.		Natives of India.		Chinese.		Karens.		Shans.		Total.	
	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.	Number presented.	Number passed.
First standard ...	24	13	102	90	28	8	3	1	...	...	...	...	157	112
Second standard ...	27	21	77	72	21	8	5	...	2	1	...	...	132	102
Third standard ...	12	9	83	59	18	8	...	...	...	...	...	...	113	76
Fourth standard ...	15	10	72	43	1	1	...	...	1	1	...	...	89	55
Fifth standard ...	9	6	30	22	1	...	2	1	...	...	...	...	42	29
Sixth standard ...	5	4	25	18	1	...	...	...	...	...	...	...	31	22
Seventh standard ...	5	5	11	8	1	...	...	...	1	...	...	...	18	13
Eighth standard ...	3	3	...	...	...	...	...	...	...	...	...	...	3	3
Ninth standard ...	1	1	...	...	...	...	...	...	...	...	...	...	1	1
Total ...	101	72	400	312	71	25	10	2	4	2	...	...	586	413
Percentages of passes to number presented.	70		78		35		20		50		...		70	

For the IVth Standard examination 407 candidates were presented, 71 boys and 18 girls by the Anglo-Vernacular standard, and 283 boys and 35 girls by the Vernacular standard. As in the VIIth Standard examination, so in this, school-managers and pôngyis were amongst the candidates. The failures in examination were mainly in the subjects of arithmetic and geography. Candidates, however, showed themselves far more used to the procedure of examination, though some showed that they had been grossly neglected in written work at school. The award of Primary scholarships has given a stimulus to the cause of Elementary education.

The school-fee system is making way. In the Indigenous schools where certificated teachers are placed a fee of from 4 to 8 annas a month is levied. In English schools the fee generally ranges from Re. 1 in the Lower Primary department to Rs. 3 in the Middle department.

A common fault with Burmese parents is to send their sons to an English school to learn English when a little too old for Primary instruction. They look upon English grammar as superfluous, think a colloquial knowledge of the language sufficient for most purposes, and consider a seven years' course of instruction unnecessary, when the boy only remains at the pôngyi kyaung for a year or so.

B.—Indigenous Schools.

24. From causes referred to elsewhere in this report, a large number of Indigenous institutions had to be transferred from the Public to the Private list. In spite of this there has been a general increase of passes under every standard.

Statistical Summary of Indigenous Burmese School

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the end of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.	Number of Middle School examination (Standards VII, VI, and V). Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Northern.	Mandalay Town	Monastic	379	16	288	107	1,918	...	1,918	13	328	...	4	...	.	...	4	...
		Lay	145	11	80	76	1,806	1,383	3,189	39	1,315	938	4	...	3	...	7	1
		Total	524	27	368	183	3,724	1,383	5,107	52	1,643	938	8	...	3	...	11	1
	Mandalay District	Monastic	213	52	225	40	732	...	732	8	139	.	...	...	...	...	...	...
		Lay	12	7	2	17	179	240	419	11	130	172	...	...	...	...	...	...
		Total	225	59	227	57	911	240	1,151	19	271	172	...	...	...	...	...	..
	Bhamo	Monastic	63	20	46	37	628	...	628	13	218	...	...	...	...	...	...	...
		Lay	4	...	1	3	60	51	111	2	45	31	...	...	..	...	2	...
		Total	67	20	47	40	688	51	739	15	263	31	...	...	...	...	2	...
	Katha	Monastic	44	34	40	38	684	...	684	5	98	.	...	.	...	...	...	.
		Lay	4	..	3	1	17	25	42	1	17	25	...	..	...	...	...	...
		Total	48	34	43	39	701	25	726	6	115	25	.	...	.	...	...	..
	Ruby Mines	Monastic	12	9	7	14	263	...	263	...	...	.	...			...	..	...
		Lay	3	...	1	2	19	23	42	3	19	23	...	...	...	...	..	.
		Total	15	9	8	16	282	23	305	2	19	23	...	...	...	...	..	..
	Shewbo	Monastic	199	3	151	51	870	...	870	15	246	...	...	..	...	...	...	...
		Lay	17	5	8	14	92	244	336	12	98	223	..	...	...	..	...	...
		Total	216	8	159	65	962	244	1,212	27	334	223	...	...	...	...	.	.
Central.	Ye-u	Monastic	90	11	29	72	1,306	...	1,306	8	211	.				.	2	
		Lay	3	1	2	2	42	11	53	1	35	..	...	...	...	...	...	...
		Total	93	12	31	74	1,348	11	1,359	9	246	...	...	.	..	...	2	...
	Sagaing	Monastic	408	17	218	177	3,687	...	3,687	25	764	...	1		...	...	2	.
		Lay	32	18	8	42	406	633	1,039	18	249	319	...	...	..	..	..	..
		Total	440	35	256	219	4,093	633	4,726	43	1,010	316	1	...	...	...	2	...
	Lower Chindwin	Monastic	180	19	69	130	2,240	...	2,240	22	456	.	...	...	..	...	...	.
		Lay	21	11	3	29	251	530	781	27	242	446	2			...	..	..
		Total	201	30	72	159	2,491	530	3,021	49	697	446	2		...	...	...	...
	Upper Chindwin	Monastic	88	9	11	86	1,480	1	1,481	4	74	1	...	...	...	...	..	..
		Lay	4	2	1	5	47	45	92	4	43	37	...	...	...	..	...	...
		Total	92	11	12	91	1,527	46	1,573	8	117	38	...	...	...	...	...	...
Southern.	Myingyan	Monastic	441	98	331	204	4,038	...	4,038	19	449	...	...	...	...	...	...	...
		Lay	27	14	3	38	261	650	911	14	121	336	...	...	...	...	...	.
		Total	468	112	340	240	4,299	650	4,949	33	570	336	...	...	..	..	...	.
	Pakôkku	Monastic	132	68	66	134	2,469	...	2,469	8	228	...	..	..	...	...	...	..
		Lay	20	5	10	15	226	179	405	11	185	140	..	...	..	...	...	...
		Total	152	73	76	149	2,695	179	2,874	19	413	140	...	...	..	...	...	...
	Minbu	Monastic	180	44	51	173	2,981	...	2,981	15	292	...	...	...	...	...	...	...
		Lay	13	4	4	13	159	199	358	7	113	105	...	...	..	...	...	...
		Total	193	48	55	186	3,140	199	3,339	22	405	106	...	...	...	...	...	...
	Magwe	Monastic	131	54	95	90	1,661	...	1,661	10	219	...	...	...	...	...	...	...
		Lay	16	2	8	10	161	129	290	7	134	94	...	...	..	...	...	...
		Total	147	56	103	100	1,822	129	1,951	17	353	94	...		...	...	...	...
Eastern.	Kyauksè	Monastic	230	3	214	19	370	...	370	17	316	...	...	...	4	...	...	...
		Lay	20	4	9	15	226	200	426	15	226	200	...	...	.	...	3	...
		Total	250	7	223	34	596	200	796	32	542	200	...	...	4	...	3	...
	Meiktila	Monastic	40	116	55	101	2,183	...	2,183	98	2,120	...	...	...	...	...	...	...
		Lay	10	10	7	13	22	276	298	13	22	276	...	...	...	...	...	...
		Total	50	126	62	114	2,205	276	2,481	111	2,142	276	...	...	...	...	..	...
	Yamèthin	Monastic	105	160	41	224	4,724	...	4,724	12	342	...	...	...	...	...	...	...
		Lay	12	5	8	9	54	197	251	3	41	108	...	...	...	...	...	...
		Total	117	165	49	233	4,778	197	4,975	15	383	108	...	...	...	...	...	...
	Pyinmana	Monastic	63	20	26	57	1,043	...	1,043	17	363	...	...	...	...	...	...	...
		Lay	10	8	6	12	223	160	383	7	181	109	...	...	...	...	2	...
		Total	73	28	32	69	1,266	160	1,426	24	544	109	...	..	...	...	2	...
	Total for 1892-93	Monastic	2,998	753	1,909	1,752	33,373	1	33,374	309	6,859	1	5	...	4	...	8	...
		Lay	373	107	164	316	4,251	5,175	9,426	194	3,212	3,630	6	...	3	...	14	1
		Total	3,371	860	2,163	2,068	37,624	5,176	42,800	503	10,071	3,631	11	..	7	...	22	1
	For 1891-92	....	2,910	1,040	579	3,371	47,656	4,299	51,955	532	10,097	2,741	...	...		...	...	...
	For 1892-93	Increase	461	...	1,584	...	...	877	...	...	...	890	11	..	7	...	22	1
		Decrease	...	180	...	1,303	10,032	...	9,155	29	26	...	...	...	...	...	...	...

for the official year ending the 31st March 1893.

AIDED INSTITUTIONS.															UNAIDED INSTITUTIONS.			
PUPILS WHO HAVE PASSED								DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Upper Primary school examination (Standards IV and III).				*Lower Primary school examination (Standards II and I).*								*Detail of amounts in column 31.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
11	...	25	...	43	...	105	...	2,789	...	...	2,789	910	1,879	...	94	1,590	...	12·15
17	3	75	27	128	100	218	222	7,133	...	...	7,133	5,005	2,128	...	37	491	445	51·32
28	3	100	27	171	100	323	222	9,922	...	...	9,922	5,915	4,007	.	131	2,081	445	28·42
...	.	...	...	2	...	35	...	168	...	...	168	168	...	...	32	593	...	20·00
...	1	1	3	22	12	36	44	1,560	...	...	1,560	727	833	...	6	40	68	64·71
...	1	1	3	24	12	71	44	1,728	...	...	1,728	895	833	..	38	633	68	33·33
1	...	2	...	24	...	45	...	466	...	...	466	383	83	...	24	410	...	35·14
1	...	3	3	12	4	11	15	523	...	...	523	86	437	...	1	15	20	66·67
2	...	5	3	36	4	56	15	989	...	...	989	469	520	...	25	435	20	37·50
...	..	...	...	8	...	7	...	62	...	...	62	62	...	...	33	586	...	13·16
...	..	..	...	5	...	2	5	418	...	...	418	58	360	..	...	...	...	100·00
...	...	...	...	13	...	9	5	480	...	...	480	120	360	...	33	586	...	15·38
...	..	...	...	...	...	...	...	...	...	...	...		...	...	14	263	...	...
..	..	1	...	3	...	1	6	510	...	...	510	...	510	...	...	...	...	100·00
.	...	1	...	3	...	1	6	510	.	...	510	...	510	. .	14	263	...	12·50
...	...	...	...	15	..	70	...	407	...	...	407	407	...	.	36	630	...	29·41
4	2	2	...	8	16	15	44	1,230	...	...	1,230	530	700	...	2	4	21	85·71
4	2	2	...	23	20	85	44	1,637	...	...	1,637	937	700	..	38	634	21	41·54
5	.	10	...	30	...	64	...	991	...	...	991	...	991	...	64	1,198	...	11·11
...	...	...	...	...	...	...	...	89	...	...	89	...	89		1	7	11	50·00
5	...	10	...	30	...	64	...	1,080	...	...	1,080	...	1,080	...	65	1,195	11	12·16
21	...	54	...	87	...	171	...	3,876	...	...	3,876	1,702	2,174	..	152	2,923	...	14·12
4	1	7	2	10	15	48	40	1,223	...	...	1,223	663	560	...	24	160	317	42·66
25	1	61	2	97	15	219	40	5,099	..	...	5,099	2,365	2,734	...	176	3,083	317	19·63
5	...	11	...	24	..	52	...	1,103	...	...	1,103	489	614	...	108	1,785	...	16·02
10	1	23	9	36	27	43	100	3,278	...	...	3,278	1,660	1,618	...	2	9	34	93·10
15	1	34	9	60	27	95	100	4,381	...	...	4,381	2,149	2,232	...	110	1,794	34	30·82
5	...	3	...	4	...	13	1	599	...	...	599	179	420	...	52	1,406	...	4·65
...	...	..	...	...	...	14	11	248	...	...	248	137	111	...	1	4	8	80·00
5	...	3	...	4	...	27	12	847	...	...	847	316	531	...	83	1,410	8	8·79
...	...	..	...	24	...	72	...	636	...	...	636	486	150	...	183	3,589	...	9·41
3	...	1	11	8	23	24	73	1,578	...	...	1,578	972	606	...	24	140	314	36·64
3		1	11	32	23	96	73	2,214		...	2,214	1,458	756	...	207	3,729	314	13·7
...	..	1	...	19	...	45	...	532	...	...	532	314	218	...	126	2,241	...	5·97
1	...	6	2	22	9	36	32	1,198	...	...	1,198	370	828	...	4	41	39	73·33
1	...	7	2	41	9	81	32	1,730	...	...	1,730	684	1,046	...	130	2,282	39	12·75
...	...	...	...	6	...	54	. .	757	...	...	757	270	487	...	158	2,689	...	8·67
...		3	...	10	6	29	19	649	...	...	649	349	300	...	6	46	93	53·85
...	...	3	...	16	6	83	19	1,406	...	...	1,406	619	787	...	164	2,735	93	11·83
...	...	...	...	10	...	52	...	286	...	...	286	286	...	...	80	1,442	...	11·11
1	...	...	1	20	4	33	15	1,393	...	...	1,393	359	1,034	...	3	27	35	70·00
1	...	...	1	30	4	85	15	1,679	...	...	1,679	645	1,034	...	83	1,469	35	17·00
1	...	6	...	11	...	53	...	454	...	...	454	420	34	...	2	54	...	89·47
1	...	7	...	15	7	29	33	1,049	...	...	1,049	545	504	...	...	...	...	100·00
2	...	13	...	26	7	82	33	1,503	...	...	1,503	965	538	...	2	54	...	94·12
1	...	13	...	57	...	301	...	1,827	...	...	1,827	1,817	10	...	3	63	...	97·03
2	...	...	..	2	15	4	48	558	...	...	558	508	50	...	...	...	...	100·00
3	..	13	...	59	15	305	48	2,385	..	...	2,385	2,325	60	...	3	63	...	97·37
1	...	...	...	3	...	39	...	223	...	...	223	133	90	...	212	4,382	...	5·36
...		1	...	...	3	3	9	428	...	...	428	91	337	...	6	13	89	33·33
1	...	1	...	3	3	42	9	651	...	...	651	224	427	...	218	4,395	89	6·44
...	...	...	...	18	...	33	...	252	...	...	252	252	...	...	40	680	...	29·82
6	...	8	...	18	7	24	20	849	...	...	849	403	446	...	5	42	51	53·33
6	...	8	...	36	7	57	20	1,101	...	...	1,101	655	446	...	45	722	51	74·78
51	...	125	...	385	...	1,211	1	15,428	...	...	15,428	8,278	7,150	...	1,443	26,514	...	17·64
50	8	138	58	319	248	570	736	23,914	...	...	23,914	12,463	11,451	...	122	1,039	1 545	61·39
101	8	263	58	704	248	1,781	737	39,342	...	...	39,342	20,741	18,601	...	1,565	27,553	1,545	24·32
52	5	171	34	411	81	1,033	345	30,086	...	...	30,086	17,420	12,666	...	2,839	37,559	1,558	15·78
49	3	92	24	293	167	748	392	9,256	...	...	9,256	3,321	5,935	...	...	...	...	6·54
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,274	10,006	13	...

25. The following table gives the general statistics of the aided Indigenous Burmese, Mahomedan, and Manipurian schools for the past two years :—

Kind of school.	1891-92.		1892-93.	
	Schools	Pupils.	Schools.	Pupils.
Burmese	3,371	51,955	2,068	42,800
Mahomedan	1	37	2	160
Manipurian	2	65	...	...
Total ...	3,374	52,057	2,070	42,960

26. The certificated teacher has now become popular. During the year it was found possible to place certificated mistresses at lay schools under female management with a special view to the education of girls in the large towns. Two certificated managers have opened schools on their own account.

Over 30 applications, and many of them from pôngyis, for a trained teacher have been received, but cannot be complied with for want of funds and of available men.

The opposition of the pôngyis to secular instruction has almost died out in the district, though in Mandalay it is still strong. In many places pôngyis were driven by famine to Lower Burma, and, while there, acquainted themselves with the work of instruction in monastic schools. On returning to Upper Burma many have adopted the departmental scheme, and some express their willingness to conform to it as soon as their Gaingôk gives permission or a leader amongst the conservative priesthood is found. Geography is at present a stumbling-block to the teachers in the leading Indigenous schools where there are no trained assistants. In almost all schools the unintelligible Pali Kogyaung is taught, the pôngyi proceeding afterwards to arithmetic or to Pali astrological tables according as the school is public or private.

Many managers went up for the Teachers' Certificate examination, and their endeavour showed their interest in their work.

Under rule a number of schools managed by lepers have had to be struck off the inspection list.

27. The following table gives the general statistics of the Burmese Indigenous public schools :—

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	3,371	2,068	...	1,303
Pupils	51,955	42,800	...	9,155
Full passes—				
Standard I	1,378	2,518	1,140	...
Do. II	492	952	462	...
Do. III	205	321	116	...
Do. IV	57	109	52	...
Do. V	...	23	23	...
Do. VI	...	7	7	...
Do. VII	...	11	11	...
Results-grants paid ... ... Rs.	17,420	20,741	3,321	...

28. Though from reasons stated elsewhere the number of Public schools has decreased, it is satisfactory to observe that the standard of instruction has advanced from the IVth to the VIIth. In the following paragraphs information is given as to the condition of education in the various parts of the country :—

Northern Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	1,095	400	...	695
Pupils	15,787	9,240	...	6,547
Full passes—				
Standard I	602	881	179	...
Do. II	216	402	186	...
Do. III	118	142	24	...
Do. IV	34	40	6	...
Do. V	...	14	14	...
Do. VI	...	3	3	...
Do. VII	...	8	8	...
Results-grants paid ... ... Rs.	7,143	8,336	1,193	...

Little need be said of the progress of education in the Mandalay and Shwebo districts. The people have now readily accepted the State scheme of instruction, and the difficulties encountered have been merely temporary. In the north, however, we meet with a different aspect of things. The pôngyis are abnormally ignorant and yet this excites no public comment. Their roving propensities lead them on an annual round of pagoda festivals. The schools are very small, the few pupils attending being mainly servitors. Children are sent to school as a matter of form, and parents are quite satisfied with their acquisition of a prayer or two. The girls are left quite neglected. The chief reason for the indolent and nomadic habits of the monks, who often have no school and are sometimes found to have been temporarily settled in two or three villages in the course of the year, is that the supply of pôngyis, or pônpayas as they are usually termed in the Upper Irrawaddy region, falls short of the demand. The opportunities of trade draw many into the secular life again, nor is this considered extraordinary, for the people of the north have keen business instincts. Where public schools exist, they are a success, for parents look on a practical education as a means of affording their children a wider sphere for the exercise of their hereditary shrewdness.

Mandalay Town.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	524	183	...	341
Pupils	8,315	5,107	...	3,208
Full passes—				
Standard I	390	545	155	...
Do. II	165	271	106	...
Do. III	108	127	19	...
Do. IV	30	31	1	...
Do. V	...	12	12	...
Do. VI	...	3	3	...
Do. VII	...	8	8	...
Results-grants paid ... ... Rs.	4,731	5,915	1,184	...

Though there has been a decrease in the number of Public schools owing to the secession of many managers of monastic public schools, there is on the whole considerable improvement. The lay schools have made rapid advance, and in some cases new school-houses have had to be constructed by the people of the quarter to provide accommodation for the pupils. The community show no longer a mere curiosity, but a deep interest in the reorganized schools, and a pro-

mising sign is that pupils are staying at school for a far longer period than was customary. The Northern division of the town still remains extremely backward, no passes being secured last year. In the cantonments and in the Eastern division passes were obtained for the first time. The best schools all lie in the Western division, where one pôngyi kyaung and three lay schools have reached the VIIth Standard of instruction. Of the aided schools in this division 7 are monastic with an average attendance of 31, and 22 lay with an attendance of 62. Five of the lay schools are managed by mistresses, of whom two passed the IVth Standard examination during the year, two of the male managers also passing by the same test. This shows a real interest in education. The same cannot be said of certain aged managers, who, finding their pupils leaving them, employed qualified assistants on the condition of sharing half of the annual result-grant with them. There has been a marked improvement in the Southern division, where new schools are being started. Throughout the town the fee-system is making its way, while there is yearly a steady increase in the average attendance of pupils. The most prominent schools are those of—

Pôngyi U Nanda.	Maung Shwe Thin.
Pôngyi U Pyinnya.	Maung Tôk.
Ma Thin Nu.	Maung Aung Gyi.

MANDALAY DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	225	57	...	168
Pupils	2,766	1,151	....	1,615
Full passes—				
Standard I	25	115	90	...
Do. II	6	36	30	...
Do. III	1	4	3	...
Do. IV	...	1	1	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	416	895	479	...

The decrease of schools is more than counterbalanced by the large increase of passes. The Pyinulwin division, containing mainly Danu Shans, is still backward; elsewhere there is general progress. The Deputy Commissioner remarks: "The state of education in the Kutywataungbyon and Madaya town-"ships is satisfactory; in both of these townships the teaching is up to the IVth "Standard, which is far in advance of any other township. There are a number of "well-to-do people in these townships, and more interest is no doubt taken in "consequence in the education of the young." Good work has also been done in the Amarapura township. A certificated teacher has been placed at headquarters, at which during the year the Baptist Mission has opened a Vernacular school. The services of the certificated teacher are occasionally utilized by the pôngyis in the vicinity. The same thing occurs with the certificated teacher at Maung O's school, Madaya. In the Ngasingu township passes were obtained for the first time. No passes were obtained in the Lamaing, Ônkun, Thôndaung, and Letya-chaukywa north and south townships. No lay schools exist in these townships owing to the general ignorance of the people, while in the two latter townships

Shan manuscripts are used in the pôngyi kyaungs. The following school-managers deserve special mention:—

Maung Pan Bu, Amarapura.
Maung Po, Amarapura.
Maung Shwe Aung, Shangalekyun.
Maung Kyok, Thayetkan.
Maung O, Madaya.
Pôngyi U Teitha, Madaya.

SHWEBO DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	216	65	...	151
Pupils	2,633	1,212	...	1,421
Full passes—				
Standard I	44	129	85	...
Do. II	5	39	34	...
Do. III	4	2	...	2
Do. IV	...	6	6	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	1,044	937	...	107

In this district the opposition on the part of the pôngyis is gradually relaxing, but in many places where they are apathetic or have declined inspection, it has been necessary to start lay schools to meet the demand by thugyis and others for secular instruction. In Shwebo itself, where the most rigid opposition has been encountered, the pôngyi kyaungs that conform to the rules of the department have been very successful and will shortly qualify for registration as Upper Primary schools. The leading lay school-manager in the town experiences no difficulty now in levying school-fees. In the Shwebo township a majority of the monastic managers applied to the Deputy Commissioner for the public recognition of their schools, and some of the schools turned out good work, though few unfortunately can advance beyond the IInd standard owing to the pôngyis' ignorance of geography. U Ketu, the Gaingdauk at Kyaukmyaung, has rendered the inspecting officers great assistance. In the Chaukywa and Myedu townships no passes were obtained. In the former township only one pôngyi applied for the registration of his school; in the latter the monks all held aloof. In neither township is there a lay school, and, owing to the local distress from the failure of crops, it was impossible to establish one. In the Malè township the pôngyis were also suspicious. Not a pôngyi kyaung was examined. The one lay school did well. Educational work in the Hladaw township was affected by the drought, but in spite of this the pôngyi kyaungs secured fair results, the managers having evidently benefited by the sample lessons given their pupils by the Deputy Inspector in the preceding year. In the Sheinmaga township all the work was done by the lay schools, the pôngyis being conservatively inclined and under the influence of the ascetic Shwegyin Sadaw. Only one applied for the registration of his school. The prominent schools in the district are those of—

Pôngyi U Pandi, Shwebo.
Maung Pan, Shwebo.
Pôngyi U Thuriya, Ônbauk.
Pôngyi U Nyanawuntha, Yedaw.
Pôngyi U Thumeda, Letpanhla.
Maung Sein U, Chiba.
Maung Hmein, Thitseingyi.

KATHA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	48	39	...	9
Pupils	745	726	...	19
Full passes—				
Standard I	38	14	...	24
Do. II	9	13	4	...
Do. III	...	...	...	...
Do. IV	...	...	...	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	228	120	...	108

The decrease in the number of schools and passes is due to the awarding inspection having taken place late in the year. The attitude of the pôngyis in Katha itself has completely changed during the year. Owing to the influence of U Wilatha, who removed from Tigyaing to the Gaingdauk's kyaung at Katha, where he has been learning English under the tuition of the local Lower Burman clerks, the pôngyis of the town have invited inspection and have promised to follow the standards of instruction. Educational progress, however, has been considerably retarded by the construction in the precincts of the Gaingdauk's kyaung of a large pagoda made up of the material of the innumerable small broken pagodas in the locality. Both pôngyis and their pupils—many coming from the interior—have been engaged in this work, while U Ottama of Lebya, a learned priest with a good school, who returned from a pilgrimage to Ceylon last year, was again absent this year, having gone to the Shan States in search of a magic stone called Kônpu, with which the summits of famous pagodas are crowned. The native officials of Katha have applied for a certificated teacher to open a town Vernacular school, and as they have guaranteed to contribute towards its support, arrangements are being made to meet their wishes in this respect. As Katha is now the headquarters of the Deputy Inspector, the standard of instruction in the district should reach at least the Upper Primary stage. Educationally the Tigyaing township is the best in the district. At Tigyaing the manager of a lay school, Maung Thin, has built a commodious school-house for his pupils. In the Manlè township no passes were obtained; the Gaingôk and the Gaingdauk of the liberal giang went down to Mandalay to be confirmed in their appointments, and were ordered by the Thathanabaing to give up secular teaching in their kyaungs. A lay school has therefore been opened at Manlè by Maung Po Shan, an influential and intelligent native of the place, who is aided with a temporary salary-grant. There was much improvement in the Mawlu township, where the regular attendance at school of Kadu pupils was very noticeable. No passes were secured in the Kawlin and Mawnaing townships. Between Taungmaw and Wuntho a considerable number of monasteries lie deserted, as the monks who were driven northward by the late scarcity of food have not as yet returned. The Banmauk, Mansi, and East and West Pinlèbu townships were itinerated for the first time. Except in the Banmauk township, the schools are small and the managers very ignorant. Not a pupil in any of these townships could pass by the Ist Standard. The Subdivisional Officers find that they have to do all the calculations for their thugyis themselves. In the Mansi township no Burman pôngyi was

come across. This indicates the poverty of the inhabitants. The leading schools in the district are those of—

Pôngyi U Guna, Katha. | Pôngyi U Thumana, Mawteik.
Maung Thin, Tigyaing.

RUBY MINES DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	15	16	1	...
Pupils	311	305	...	6
Full passes—				
Standard I	16	7	...	9
Do. II	3	3	...	...
Do. III	...	1	1	...
Do. IV	...	...	...	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	79	...	...	79

In the Mogôk township alone were passes obtained, a certificated teacher being placed at a lay school at headquarters. Though a few of the pôngyis have attempted to teach arithmetic, the majority continue to lead the indolent life of a profession that in this district is by no means austere. As the Deputy Commissioner remarks: "they are the slackest set of pôngyis I ever met." Some improvement may be expected in the Twinngè township as a lay school has recently been opened under the management of a teacher from Mandalay. In the Kyanhyat township U Mezu is the only pôngyi who has followed the departmental system of instruction. Some difficulty is experienced in opening lay schools in this district, for, where trade and ruby-washing offer such advantages, the profession of a teacher is looked down upon, while the teacher, if young, would receive scant support. The introduction of education into the Momeik State has, under the orders of Government, been postponed. It may be added, however, that U Kalyana of Asan village has during the year translated into Shan the departmental Burmese Readers left at his kyaung by the Deputy Inspector. The managers deserving mention are—

Maung Tun Lin, Mogôk. | Maung Lat, Twinngè.
Pôngyi U Mezu, Kyanhyat.

BHAMO DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	67	40	...	27
Pupils	1,017	739	...	278
Full passes—				
Standard I	89	71	...	18
Do. II	28	40	12	...
Do. III	5	8	3	...
Do. IV	4	2	...	2
Do. V	...	2	2	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	645	469	...	176

The decrease in the number of schools and of pupils and in the amount of result-grant is due to the application of a somewhat severer test, as well as

to the outbreak of cholera during the season of examination. In this district, where neither the opposition nor the apathy, but the illiteracy of the average manager has to be contended with by the inspecting officer, the pass by the IVth Standard of a pupil from Gaingdauk U Thumana's school, Bhamo, occasioned considerable comment amongst the local priesthood. It led to the Gaingôk U Zawta placing a selected pupil under U Thumana's certificated assistant teacher with a view to future employment in the Gaingôk's kyaung, while U Tika of Kyungyi in the Sinkin township sent two of his pupils to U Thumana's school to learn arithmetic and geography so as to teach those subjects hereafter in the Kyungyi kyaung. In the Bhamo and Sinkin townships there has been considerable improvement. So scarce are intelligent monks, however, that in the former township at Sawadi the people have for some months been searching for a pôngyi able to undertake the education of their children. In the Shwegu township the clerical opposition continues, though, as the Deputy Commissioner remarks: "the march of events in Bhamo and Sinkin cannot long be "without its effect in Shwegu, where, if anywhere in the district, an advanced "education affords its owner many advantages." The outlook is encouraging in the Kaungtôn township; from which managers have come into Bhamo to ask the Deputy Inspector for text-books. The attachment of a certificated assistant teacher to U Kethaya's school, Mogaung, caused a party division amongst the pôngyis of that station. The teacher, however, was transferred to Kyanhyat, the Gaingôk proceeded from Bhamo to Mogaung to restore order, and now the people of Mogaung are petitioning for another trained teacher. The schools in the Sinbo township are backward, not a single full pass having been obtained. The American Baptist Mission is about to open a school for Kachins in this township. The Myitkyina township was uninspected during the year owing to the negligence of Maung Tôk Gyi, the Officiating Deputy Inspector. In the whole district there are only four lay schools, two at Bhamo, one at Yeni, and one at Shwegu. The managers deserving special mention are—

Gaingôk U Zawta, Bhamo.	U Tezawun, Theinlin.
Gaingdauk U Thumana, Bhamo.	U Kalyana, Kôkyin.
U Tika, Kyungyi.	U Nyaneinda, Munsin.

U Thagara, Mogaung.

Central Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	826	543	...	283
Pupils	12,579	10,769	...	1,810
Full passes—				
Standard I	286	557	271	...
Do. II	146	233	87	...
Do. III	64	119	55	...
Do. IV	18	52	34	...
Do. V	...	4	4	...
Do. VI	...	...	...	...
Do. VII	...	3	3	...
Results-grants paid ... ... Rs.	4,220	4,830	610	...

The Upper Chindwin district was more closely inspected during the year, while the other three districts of the division have by now been thoroughly explored. This division differs from others in having a number of retreats, where pôngyis lead a solitary life, attended during the day by boys from the neigh-

bouring villages, who bring food and perform menial duties. Many recluses live in the caves of the Sagaing hills. Near Mônywa, a maze of sheltered arbours exists where hermits pass the day in meditation with the traditional human skull by their side.

YE-U DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	93	74	...	19
Pupils	938	1,449	511	...
Full passes—				
Standard I	46	64	18	...
Do. II	18	30	12	...
Do. III	9	10	1	...
Do. IV	4	5	1	...
Do. V	...	2	2	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	533	...	...	533

Though the number of Public schools has decreased, there has been a general improvement in the leading schools. The monks have very readily accepted the new scheme, and one of the monastic schools has now reached the Vth Standard. The popular interest in education is strong in Ye-u town. In Ye-u township no passes were obtained. The Gaingôk of Wathè has asked for the services of a trained teacher, but the pôngyis have been too indolent to follow the teaching instructions of the Deputy Inspector or to study the books given them. In the Mayagan township the pôngyis were also neglectful of their schools. There was only one that did well in examination, namely, that of U Kalyana of Kyi village. It is proposed to start a lay school at Nayabo. In the Shwegyin township passes were obtained for the first time, and three monastic managers have submitted applications for certificated assistant teachers. Still here, as with all schools in the interior, managers have been very dilatory with their work. At headquarters in the Tazè township the pôngyis still hold back, but as some of them are teaching arithmetic and others have expressed their willingness to receive a trained assistant, they may be expected to apply for registration during the current year. The Indaing township is very sparsely populated, but the schools have shown unexpected improvement, and the attendance of pupils has been very regular. The best schools in the district are those of—

U Thumana, Ye-u.
U Lekkana, Ye-u.
U Nayeinda, Tabayin.
U Thondaya, Kaduma.
U Pyinnyathuya, Kanbauk.
U Wayama, Nyaunggaing.
U Gaudama, Indaing.

SAGAING DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	440	219	...	221
Pupils	6,087	4,726	...	1,361
Full passes—				
Standard I	196	259	63	...
Do. II	85	112	27	...
Do. III	28	63	35	...
Do. IV	7	26	19	...
Do. V	...	2	2	...
Do. VI	...	...	...	...
Do. VII	...	1	1	...
Results-grants paid ... ... Rs.	2,071	2,365	294	...

This district shows continuous improvement, and has advanced from the IVth to the VIIth Standard. In Sagaing town the pôngyi kyaungs, mainly due to U

Ayeindama's example, have eclipsed the lay schools, though the people are so far interested in the education of their daughters that two new lay schools have been started in different quarters of the town. In the Sagaing township a good many lay schools had to be opened owing to the apathy of the pôngyis, the majority of whom, though having some acquaintance with arithmetic, declined to conform with the departmental system. Some of the leading schools, however, are pôngyi kyaungs. In the riverine villages the children serve as attendants to the recluses in the hills. Two-thirds of the public monastic schools in the Sadaung township declined examination this year, the managers fearing that by applying for the registration of their schools they would transform them into State institutions under the jurisdiction of the district authority. Lay schools were established at Samun, Padu, and Ôndaw, the villagers in each case building a school-house and securing a good teacher. The Ava township, though possessing the largest number of schools, is educationally the most backward. The monastic opposition has so far died out, however, that U Wimala of Letpansin has obtained a certificated teacher. The progress made in the Myotha township is striking. At headquarters the inhabitants have established a lay school; at most of the villages the examinations were attended by the parents of pupils. Many of the pôngyis are able teachers and have taught themselves geography. Only three schools, one being monastic, were examined in the Myinmu township. The leading kyaungs will come round before long it is expected. In the meantime lay schools are springing up in the township. Only three places in the Chaungu township are deserving of aided schools, namely, Chaungu, Kinmun, and Amyin. At Chaungu the monastic opposition continues, but the lugyis have agreed to open a lay school. Curiously enough, 5 miles away, the pôngyis at Kinmun have been so impressed by the work of a certificated teacher at Mônywe that they have all adopted the State scheme of education. At Amyin a lay school has been founded and a trained teacher placed in charge of it. The pôngyis here decline to teach arithmetic, and confine themselves to preparing their pupils for the large theological seminary presided over by the Gaingôk. Systematic instruction becomes a difficulty in the Kyaukyit township, where the villages are inundated during the rains. There are no lay schools in the township, and the only promising pôngyi kyaungs are those at Nabet. The schools that have done well in this district are those of—

U Ayeindama, Sagaing.
U Thila, Sagaing.
U Einda, Kyauktalôn.
U Thilasara, Ngazun.
Ma Mein, Yedwingaung.
U Adeissa, Alakappa.
U Muneinda, Sungyet.

LOWER CHINDWIN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	201	159	...	42
Pupils	3,923	3,021	...	902
Full passes—				
Standard I	38	195	157	...
Do. II	34	87	53	...
Do. III	21	43	22	...
Do. IV	7	16	9	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	2	2	...
Results-grants paid ... ... Rs.	1,501	2,149	648	...

There is a general improvement in the district. Mônywa town contains one of the best monastic and one of the best lay schools outside of Mandalay. In Mônywa township the standard of instruction has advanced from the first to the fourth. The villages are large and close to one another, and the people show interest in educating their children. Considerable progress has also been made in the Eastern Pagyi township, where there has been a great demand for trained teachers. In the Western Pagyi township passes were obtained for the first time.

U Garawa of Chinbyit is the only monk interested in education. A certificated teacher has been sent to headquarters in order to popularise the new system of instruction. Passes were also obtained for the first time in the Kani township, where the pôngyis are very indifferent, but the lay schools are promising. Outside of Kani town few of the people can read and write Burmese. Owing to famine and the migration of many pôngyis, little work has been done in the Kadaw township. In the Ahyadaw township the pôngyis still remain backward, though some of them express a wish to receive certificated assistants. The best schools are those of—

Pôngyi U Thuzata, Mônywa. | Pôngyi U Zawana, Mônywe.
Maung Po Tu, Mônywa. | Maung Chit Su, Alôn.
Maung Kyè, Salingyi.

UPPER CHINDWIN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	92	91	...	1
Pupils	1,631	1,573	...	58
Full passes—				
Standard I	6	39	33	...
Do. II	9	4	...	5
Do. III	6	3	...	3
Do. IV	...	5	5	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	115	316	201	...

There is little educational activity in this district outside of Mingin town. The leading school in the district is that of Pôngyi U Nyanawuntha of Kyundaw, who himself passed by the IVth Standard during the year along with some of his pupils. In the Kindat, Uyu, and Kale townships passes were obtained for the first time. No passes were secured in the Taungdwin, Balet, Legayaing, Thaungdut, and Kabawchaung townships. Most of the villages are small, the people are of Shan descent and barely civilized, and the pôngyis are too ignorant to promote education, even of a religious nature. In many places the kyaungs were bereft of pupils owing to the Chin raids. It is difficult to get a certificated teacher to remain in the district. The Deputy Inspector had an interview with the Sawbwa of Thaungdut State, who approved the departmental system of instruction, and distributed text-books amongst his amatgyis and the Gaingôk for perusal. The Gaingôk promised to introduce the system into the kyaungs subordinate to him. On the outskirts of the Kale and Kabawchaung townships are situated small villages of Laukhi Chins, who have no schools and with whom the rest of the Chin tribes refuse to associate. The schools deserving commendation are those of—

Maung Kan Tha, Kindat. | Pôngyi U Nyanawuntha, Kyundaw.
Maung Pan, Mingin. | Pôngyi U Damathami, Homalin.

Southern Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	960	675	...	285
Pupils	16,075	13,113	...	2,962
Full passes—				
Standard I	354	484	130	...
Do. II	53	161	108	...
Do. III	2	25	23	...
Do. IV	...	5	5	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	3,228	3,406	178	...

The Myingyan district takes the lead. In the Minbu and Pakôkku districts inspection work has been very laxly carried on; but this will be remedied by a change of Deputy Inspectors in the current year. It has been found difficult to get managers in this division to prepare themselves for the IVth Standard examination. This shows the low ebb of education in the division.

MYINGYAN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	468	240	...	228
Pupils	7,417	4,949	...	2,468
Full passes—				
Standard I	90	169	79	...
Do. II	24	55	31	...
Do. III	2	12	10	...
Do. IV	...	3	3	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	1,051	1,458	407	...

The number of passes indicates great improvement in the Public schools. Most of the passes were gained by lay schools in Myingyan town and by monastic schools in Pagan town. In Myingyan town most of the monastic schools had to be struck off from the Public list as the pôngyis were afraid to write to the Deputy Commissioner for the registration of their schools. There was a general improvement in the Myingyan township. In the Natogyi township progress is slow, as no manager seems able to teach beyond the Ist standard in arithmetic. No passes were obtained in the Tanaungdaing township. In Taungtha only one school, a lay school, obtained passes. Though the pôngyis in Pagan town are favourable to the new educational scheme, those in the township have shown some opposition. The leading school in the Salè township is at Magyisauk, where a native of the place, after being educated in Lower Burma, has started a lay school. Passes were secured for the first time in the Kyaukpadaung township. No Public schools exist in the Sattein township. The leading Indigenous schools of the district are those of—

Maung E, Myingyan.
Ma Sa Bwin, Myingyan.
Maung Tha Yan, Thamôngaing.
Pôngyi U Athaba, Nyaungu.
Pôngyi U Nyana, Singu.
Pôngyi U Yewada, Kyaukpadaung.
Maung Zan, Taungtha.

PAKÔKKU DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	152	149	...	3
Pupils	2,290	2,874	584	...
Full passes—				
Standard I	107	113	6	...
Do. II	8	50	42	...
Do. III	...	9	9	...
Do. IV	...	1	1	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	648	684	36	...

This district is backward, not having progressed beyond the IIIrd Standard yet. There has been a great falling off in Pakôkku town. The trained teacher at Maung Ôk's school had to be removed on account of the laziness of the manager. Some progress has been made by the schools in Pakôkku township, and those in the Myaing township are promising. No passes were secured in Yesagyo, Laungshè, Yaw, Tilin, and Kunnaywa townships. The Deputy Inspector,

Maung Tun, has done little towards improving the public schools in these townships. In the Seikpyu township the only passes have been obtained by lay schools. There has been improvement in the Pauk township, due mainly to the interest in education taken by the Subdivisional Officer. In the west of the district numerous Chin villages are located, with pôngyi kyaungs where a few prayers are taught, though the people are mainly nat worshippers. The most promising schools are those of—

Pôngyi U Meda, Pakôkku. | Pôngyi U Keiti, Legwa.
Pôngyi U Thondara, Myitkaing.

MAGWE DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	147	100	...	47
Pupils	3,131	1,951	...	1,180
Full passes—				
Standard I	85	100	15	...
Do. II	2	34	32	...
Do. III	...	1	1	...
Do. IV	...	1	1	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	803	645	...	158

The Deputy Inspector, Maung Taw Pru, has thoroughly explored this district during the year. Progress made by the schools is very satisfactory. Four pôngyis and two lay managers have applied for the services of a certificated teacher. In the Magwe township the lay schools at Magwe and Yenangyaung are doing well and obtained school-fees without difficulty. The pôngyis at Yenangyaung still hold aloof. No passes were obtained in the Thazi township, though the Gaingdauk is in favour of secular instruction. In the Satthwa township the pôngyi kyaungs are promising. The villages of Myogaing and Kokôgôn are inhabited almost solely by Chins. The pôngyi at the latter village is well acquainted with arithmetic according to the English method. The Taungdwingyi township has taken the lead of the others by reaching the IVth Standard. Education is popular here. The schools of the Myothit township did poorly. The Natmauk township is very backward. No passes were obtained. There are no lay schools. The pôngyis are hesitating at present as to the adoption of the new scheme. No lay schools exist in the Pin township, but the pôngyis have been turning out very fair work. The noteworthy schools in the district are those of—

Maung Lu Gale, Magwe. | Pôngyi U Muneinda, Taungdwingyi.
Maung Po Mya, Magwe. | Pôngyi U Parama, Zewun.
Maung Kôn Dan, Taungdwingyi. | Pôngyi U Withodda, Ingan.

MINBU DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	193	186	...	7
Pupils	3,237	3,339	102	...
Full passes—				
Standard I	72	102	30	...
Do. II	19	22	3	...
Do. III	...	3	3	...
Do. IV	...	...	...	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	726	619	...	107

This district shows a slight improvement, but is still one of the backward districts in Upper Burma. The schools in Minbu town are poor, and this reflects

discreditably on the Deputy Inspector, Maung Tun. The schools in the Sagu, Legaing, and Salin townships have remained in a stationary condition. Some progress has been made in Sinbyugyun township owing to the certificated teacher at work at headquarters. No passes were obtained in the Ngapè, Sidôktaya, and Dabwin townships. The new Deputy Inspector will be expected to work up this district more thoroughly in the current year. The schools specially named are those of—

Maung San Baw, Sinbyugyun. | Pôngyi U Wiriya, Paungna.

Eastern Division.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	490	450	...	40
Pupils	7,514	9,678	2,164	...
Full passes—				
Standard I	136	596	460	...
Do. II	77	156	79	...
Do. III	21	35	14	...
Do. IV	5	12	7	...
Do. V	...	5	5	...
Do. VI	...	4	4	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	2,829	4,169	1,340	...

In this division there has been a general improvement. Kyauksè and Pyinmana districts lead the way, though numbers of the schools, particularly in the former district, have had to be transferred to the Private list.

Meiktila and Yamèthin districts show increase of schools, but as regards Yamèthin the outturn of work has been poor. In all four districts the prejudices of the monks are dying away.

Kyauksè District.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	250	34	...	216
Pupils	3,335	796	...	2,539
Full passes—				
Standard I	39	115	76	...
Do. II	17	33	16	...
Do. III	6	13	7	...
Do. IV	2	2	...	...
Do. V	...	3	3	...
Do. VI	...	4	4	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	770	965	195	...

Owing in a great measure to the fertility of this district the majority of boys join the pôngyi kyaungs merely for the purpose of passing through their novitiate.

At the same time the district educationally takes the lead in the Eastern division owing to the efforts of certain liberal-minded pôngyis and lay school-managers. In Kyauksè town the Gaingdauk U Zawta has come round during the year and applied for the services of an assistant teacher. In the Singaing township two lay schools have been started at Paleik, a promising educational centre. There has been little progress in the Minzu township owing to the indolence of the pôngyis. The public schools in the Myittha township show improvement, those at headquarters having reached the IInd Standard. No lay schools exist in the Sawhla township, where most of the inhabitants are of Shan extraction. In only one pôngyi kyaung is arithmetic attempted.

In the Paukmyaing township progress has been made owing to the example set by Pôngyi U Kelatha at headquarters. Great improvement may be expected throughout the district next year as there is a large demand for and a free use of the departmental text-books. The schools which deserve notice are those of—

Pôngyi U Pandi, Kyauksè. | Maung Mya, Paleik.
Maung Nyo, Kyauksè. | Pôngyi U Zina, Ngatôngôn.
Pôngyi U Pyinnya, Yweywa.

MEIKTILA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	50	114	64	...
Pupils	1,003	2,481	1,478	...
Full passes—				
Standard I	3	353	350	...
Do. II	13	74	61	...
Do. III	...	13	13	...
Do. IV	...	3	3	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	470	2,325	1,855	...

There has been a marked increase in the number of Public schools in this district, due to the changed attitude of the pôngyis, who have of their own accord taken up secular education, and with some measure of success. The general standard of instruction has advanced from the IInd to the IVth. The improvement is no doubt due to Meiktila being now the headquarters of the Deputy Inspector. A certificated teacher on a temporary salary-grant has been located at Meiktila, and three of the pôngyis in the town have applied for aid under the Salary-grant Scheme. In the Thazi township passes were obtained for the first time. The Thugyis and Kyaungtagas of Kinla and Kwetngè villages have interested themselves in introducing secular education into the local schools. In spite of the pressure of famine in the Wundwin township, considerable progress was made owing to the assistance afforded by the Gaingôk and Gaingdauk of Taungbo, the Gaingdauk of Thedaw, and the Gaingdauk of Tamagôn. Passes were secured for the first time in the Pindalè township, from the headquarters of which, owing to the famine, a large emigration of villagers took place, while many of the kyaungs lost their pupils. At Palangyin, Pôngyi U Nandiya, who has a good knowledge of arithmetic and geography, has equipped his school in the orthodox style. The Mahlaing township shows most development, having advanced from the Ist to the IVth Standard. The pôngyi kyaungs are exceptionally good and fees are levied without difficulty in the lay schools. The large number of passes from the monastic schools bears out the remark of the Deputy Commissioner that "there seems to be no opposition to the introduction "of secular education in the kyaungs, the pôngyis being generally willing to avail "themselves of any assistance they can get." The following schools are specially commended:—

Abdul Razack, Meiktila. | Pôngyi U Alawka, Wundwin.
Pôngyi U Teza, Meiktila. | Pôngyi U Nandiya, Palangyin.
Pôngyi U Pandi, Nyaunggaing. | Pôngyi U Guna, Mahlaing.
Pôngyi U Asara, Thedaw.

YAMÈTHIN DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	117	233	116	...
Pupils	1,889	4,975	3,086	...
Full passes—				
Standard I	46	51	5	...
Do. II	20	6	...	14
Do. III	7	1	...	6
Do. IV	...	1	1	...
Do. V	...	...	...	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	664	224	...	440

Though the Public schools show an increase, there has not been much improvement in the district during the year. There is a falling off in Yamèthin town owing to lack of effort on the part of the leading lay school-manager. In Yamèthin township progress is stationary, as the pôngyis have made no attempt to learn and to teach arithmetic. Exception must be made, however, as regards U Mola's school at Inbin, which teaches up to the IVth Standard. The schools in Pyawbwè township have done badly owing to failures in arithmetic. There has been considerable improvement in the Yindaw township, where the monastic schools have been teaching according to the standard. The interior of the district needs more inspection by the Deputy Inspector. The best schools in the district are those of—

Pôngyi U Mola, Inbin.	Maung Min Gaung, Yamèthin.
Pôngyi U Pandeissa, Theingôn.	Maung Kyaw, Pyawbwè.

PYINMANA DISTRICT.

Description.	1891-92.	1892-93.	Increase.	Decrease.
Schools	73	69	...	4
Pupils	1,287	1,426	139	...
Full passes—				
Standard I	48	77	29	...
Do. II	27	43	16	...
Do. III	8	8	...	...
Do. IV	3	6	3	...
Do. V	...	2	2	...
Do. VI	...	...	...	...
Do. VII	...	...	...	...
Results-grants paid ... ... Rs.	925	655	...	270

The increase of passes is due to the better outturn of work by the lay schools at Pyinmana. The interior of the district has received better inspection during the year, but still needs more. It is so sparsely populated that it contains only as many schools as Pyinmana town does. In Pyinmana Maung Saung's school continues to progress satisfactorily, and the results which it has obtained eclipse those of the 12 aided pôngyi kyaungs put together. He has himself passed the VIIth Standard examination, and a female manager, Ma Paw, has passed by the IVth Standard. In the Pyinmana and Paunglaung townships passes were obtained for the first time.

Three Karen villages, Ela, Yezin, and Bannu, lie a little distant from Pyinmana. In the first two villages the Karens have intermixed with the Burmese and have a pôngyi kyaung in their village; at Bannu they are in an uncivilized state.

The best schools in this district are those of—

Maung Saung, Pyinmana.	Ma Paw, Pyinmana.
Maung San Win, Pyinmana.	Pôngyi U Zayanta, Thawatti.
Pôngyi U Ponnya, Pyinmana.	Pôngyi U Wimala, Lèwè.

SECTION VI.

SPECIAL INSTRUCTION.

29. There are no Normal schools for training teachers. Upper Burma depends for its supply upon the Normal schools of Lower Burma. The time has hardly come for Normal schools in Upper Burma.

30. The Technical schools have been increased by 1, that in Mandalay, which has been opened during the year with help from the Municipality and from the Government. This is the only purely Technical school in Upper Burma. The other school, that of the S. P. G. at Shwebo, is really a Technical department of the general school. It teaches weaving.

31. The following statement shows the number of Special schools and the attendance at each for the past two years:—

Class of institution.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
Mandalay Survey school	1	28	1	15
Sagaing Survey school	1	18	1	18
Minbu Survey school	1	31	1	27
Kyaukse Survey school	1	20	1	26
Yamèthin Survey school	1	19	1	21
Technical school, Mandalay	...	...	1	8
Total ...	5	116	6	115

32. The following table shows the number of Jail schools and the attendance at each :—

Locality of school.	Number of pupils under instruction.	Number of pupils presented.		Number fully passed.	
		Adults.	Juveniles.	Lower Primary Standard.	
				I	II
Mandalay	54	9	4	5	1
Katha	17	14	...	...	...
Taungdwingyi	14	11	...	...	...
Magwe	40	28	...	...	...
Yamèthin	10	10	...	...	...
Pyinmana	9	9	...	...	...
Shwebo	20	20	...	2	6
Total ...	164	101	4	7	7

33. The Railway Training school for signallers, referred to in paragraph 77 of last year's report, is becoming by degrees more attractive. The standard for admission is the VIth, and will before long be the VIIth.

34. The Kindergarten class that was tried in the American Baptist Mission European Girls' school, Mandalay, has been closed. It involves more expenditure, work, and time than the school can afford just yet.

SECTION VII.

FEMALE EDUCATION.

35. The following table gives the leading figures in connection with female education for the last two years :—

Class of schools.	1891-92.		1892-93.	
	Schools.	Pupils.	Schools.	Pupils.
Under Public management—				
Maintained by the Department...	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Under Private management—				
Aided by the Grant-in-aid Rules	3	81	3	183
Aided under the rules for Indigenous schools ...	28	514	32	770
Unaided schools	33	334	28	383
Total ...	64	929	63	1,336
Boys' schools to which girls are admitted	317	3,491	251	4,118
Private institutions of Indigenous instruction	120	401	159	867
GRAND TOTAL ...	501	4,821	473	6,321

There is a decrease of 28 schools, but an increase of 1,500 pupils. The decrease in schools is largely due to the decrease in the number of boys' schools to which girls are admitted, though the number of girl pupils in these has risen by 627.

The Indigenous schools for girls only aided by the department have increased by 4 and the pupils by 256. Mixed schools are, however, still the more popular.

36. The following table shows the existing Public schools, including mixed schools, and the number of girls attending them :—

Division.	District.		Anglo-Vernacular Schools.		Indigenous Vernacular.						Total for 1892-93.		Total for 1891-92.	
			Aided.		*Burmese.*		*Mahomedan.*		*Manipurian.*					
			Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay	Mixed	...	...	77	1,319	2	56	...	...	79	1,375	141	1,588
		Girls only	3	183	12	304	...	...	...	...	15	487	21	345
	Bhamo	Mixed	...	...	3	51	...	...	...	...	3	51	3	51
		Girls only	...	...	...	...	...	...	...	...	...	...	...	...
	Katha	Mixed	...	...	1	25	...	...	...	...	1	25	4	30
		Girls only	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines	Mixed	...	...	2	23	...	...	...	...	2	23	3	23
		Girls only	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo	Mixed	1	13	11	198	...	...	...	...	12	211	12	136
		Girls only	...	...	3	46	...	...	...	...	3	46	6	67
Central.	Ye-u	Mixed	...	...	1	11	...	...	...	...	1	11	3	20
		Girls only	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing	Mixed	1	15	29	427	...	...	...	...	30	442	18	149
		Girls only	..	...	12	206	...	...	...	...	12	206	12	184
	Lower Chindwin	Mixed	...	...	21	382	...	...	...	...	21	382	16	255
		Girls only	...	...	8	148	...	...	...	...	8	148	5	72
	Upper Chindwin	Mixed	...	...	5	38	...	...	...	...	5	38	3	26
		Girls only	...	...	1	8	...	...	...	...	1	8	1	5
Southern.	Myingyan	Mixed	...	...	30	521	...	...	...	...	30	521	24	344
		Girls only	...	...	8	129	...	...	...	...	8	129	4	52
	Pakôkku	Mixed	...	...	13	141	...	...	...	...	13	141	19	194
		Girls only	...	...	1	38	..	...	...	...	1	38	1	11
	Minbu	Mixed	...	...	10	162	...	...	...	...	10	162	11	117
		Girls only	...	...	3	37	...	...	...	...	3	37	2	42
	Magwe	Mixed	...	...	10	129	...	...	...	...	10	129	15	163
		Girls only	...	...	...	...	...	...	...	...	...	...	1	10
Eastern.	Kyauksè	Mixed	...	...	11	187	...	...	...	...	11	187	21	146
		Girls only	...	...	1	13	...	...	...	...	1	13	1	10
	Meiktila	Mixed	...	...	9	205	...	...	...	...	9	205	8	78
		Girls only	...	...	4	71	...	...	...	...	4	71	3	37
	Yamèthin	Mixed	1	11	7	119	...	...	...	...	8	130	9	103
		Girls only	...	...	2	78	...	...	...	...	2	78	4	57
	Pyinmana	Mixed	...	...	6	85	...	...	...	...	6	85	7	68
		Girls only	...	...	5	75	...	...	...	...	5	75	3	37
	Total	Mixed ..	3	39	246	4,023	2	56	...	...	251	4,118	317	3,491
		Girls only...	3	183	60	1,153	...	...	...	...	63	1,336	64	929
	Total ...		6	222	306	5,176	2	56	...	...	314	5,454	381	4,420

The Anglo-Vernacular schools are 4 less, but there are 109 pupils more; the Burmese schools show a decrease in number of 63, but an increase of 877 pupils; the Mahomedan schools show an increase of 1 and an increase of 49 pupils; both these schools are in Mandalay. The Manipurian school has disappeared. This shows satisfactory progress.

37. The following statement gives the number and attendance of Private schools including mixed schools for girls :—

Division.	District.		Indigenous Vernacular.						Total for 1892-93.		Total for 1891-92.	
			Burmese.		*Mahomedan.*		*Manipurian.*					
			Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.	Schools.	Girls.
Northern.	Mandalay ...	Mixed ...	32	115	21	163	...	...	53	278	39	176
		Girls only	6	41	...	...	...	...	6	41	25	55
	Bhamo ...	Mixed ...	3	5	...	...	...	...	3	5	...	...
		Girls only	...	...	...	...	...	...	...	...	...	...
	Katha ...	Mixed ...	...	...	...	...	...	...	...	...	...	...
		Girls only...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines.	Mixed ...	...	...	...	...	...	...	...	...	...	...
		Girls only ...	...	...	...	...	...	...	...	...	...	...
	Shwebo ...	Mixed ...	...	...	...	...	...	...	...	...	2	3
		Girls only ...	5	13	...	...	...	...	5	13	1	4
Central.	Ye-u ...	Mixed ...	...	...	1	3	...	...	1	3	...	...
		Girls only ...	...	...	...	...	...	...	...	...	...	...
	Sagaing ...	Mixed ...	3	12	2	16	...	...	5	28	7	17
		Girls only ...	2	22	...	...	...	...	2	22	...	...
	Lower Chindwin.	Mixed ...	3	29	...	...	...	...	3	29	4	15
		Girls only ...	1	...	...	...	...	...	1	...	1	3
	Upper Chindwin.	Mixed ...	2	6	...	...	...	...	2	6	...	...
		Girls only ...	1	10	...	...	...	...	1	10	1	8
Southern.	Myingyan...	Mixed ...	7	16	1	7	...	...	8	23	2	7
		Girls only ...	6	38	...	...	...	...	6	38	2	8
	Pakôkku ...	Mixed ...	5	10	...	...	...	...	5	10	1	4
		Girls only ...	3	28	...	...	...	...	3	28	4	20
	Minbu ...	Mixed ...	12	62	...	...	...	...	12	62	7	13
		Girls only ...	8	70	...	...	...	...	8	70	7	40
	Magwe ...	Mixed ...	4	10	...	...	...	...	4	10	3	3
		Girls only ...	...	...	...	...	...	...	...	...	...	...
Eastern.	Kyauksè ...	Mixed ...	12	48	7	28	...	...	19	76	4	11
		Girls only ...	..	...	...	...	...	...	...	...	...	...
	Meiktila ...	Mixed ...	3	28	...	...	...	...	3	28	...	...
		Girls only ...	4	60	...	...	...	...	4	60	...	...
	Yamèthin ...	Mixed ...	3	18	1	5	...	...	4	23	2	3
		Girls only ...	...	...	...	...	...	...	...	...	...	...
	Pyinmana ...	Mixed ...	...	...	...	...	...	...	...	...	7	10
		Girls only ...	1	4	...	...	...	...	1	4	1	1
	Total	Mixed ...	89	359	33	222	...	...	122	581	78	262
		Girls only ...	37	286	...	...	...	...	37	286	42	139
	Total ...		126	645	33	222	...	...	159	867	120	401

This table shows an increase all round except in the Manipurian schools, which have disappeared, and in the number of Mahomedan schools. These latter are 7 less, but the number of pupils has gone up by 36.

38. The following statement shows the results attained during the year by girls at the various schools :—

Class of schools.	Ninth Standard.		Eighth Standard.		Seventh Standard.		Sixth Standard.		Fifth Standard.		Fourth Standard.		Third Standard.		Second Standard.		First Standard.		Total.	
	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Aided under the Grant-in-aid Rules.	...	1	2	3	2	4	...	4	9	7	11	11	11	10	13	20	19	18	67	78
Burmese Indigenous.	...	...	...	...	...	...	...	...	...	1	5	8	34	58	81	248	345	737	465	1,052
Mahomedan ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	11	...	16	1	27
Manipurian ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	1	2	3	2	4	...	4	9	8	16	19	45	68	95	279	364	771	533	1,157

This table shows steady progress, and the success of the Burmese Indigenous schools is specially gratifying. In the latter the Vth Standard has just been reached. The Mahomedan schools have gone no higher than Standard II, but so far they show decided advance.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(a) European.

39. The following table shows the number of schools attended by Europeans only and the number of pupils in attendance :—

Class of schools.	Number of schools on 31st March.		Number of scholars in them on 31st March.					
			1891-92.			1892-93.		
	1891-92.	1892-93.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Aided for boys ... High schools	...	...	...	...	...	...	...	...
Aided for boys ... Middle schools	1	1	4	7	11	6	11	17
Aided for boys ... Primary schools	...	...	...	...	...	...	...	...
Total	1	1	4	7	11	6	11	17
Aided for girls ... High schools	...	1	...	...	...	19	63	82
Aided for girls ... Middle schools	1	1	19	49	68	10	9	19
Aided for girls ... Primary schools	1	...	3	5	8	...	...	...
Total	2	2	22	54	76	29	72	101
GRAND TOTAL	3	3	26	61	87	35	83	118

The number of pupils has increased by 31. The pupils are distributed in the European schools as follows :—

R. C. M. Convent school, Mandalay	82
Railway school, Yamèthin	17
A. B. M. European Girls' school, Mandalay	19
Total	118

and in schools to which natives are also admitted as follows :—

A. B. M. Boys' school, Mandalay	4
E. W. M. school, Mandalay	1
S. P. G. Royal school, Mandalay	9
Town school, Mandalay	9
Town school, Sagaing	5
R. C. M. St. Joseph's school, Yamèthin	1
All Saints' S. P. G. school, Pyinmana	3
E. W. M. school, Kyauksè	1
A. B. M. school, Meiktila	2
In Indigenous Vernacular Mission schools	5
Total	40

40. The following statement shows the results of the departmental examinations so far as they concern European students :—

Standard of examination.	Number presented for examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
		Europeans only.		All races.			
	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.	1892-93.
Ninth	1	...	1	...	...	...	1
Eighth	3	2	3	...	...	2	3
Seventh	5	2	4	4	1	6	5
Sixth	5	...	4	...	...	...	4
Fifth	9	7	2	1	4	8	6
Fourth	15	8	10	1	...	9	10
Third	12	7	8	...	1	7	9
Second	27	10	15	2	6	12	21
First	24	8	12	2	...	10	12
Total ...	101	44	59	10	12	54	71

41. The following is a statement of the cost of European education in the three schools in Upper Burma which are maintained exclusively for European pupils, the net Government expenditure and the total expenditure being shown separately :—

Head of expenditure.	1891-92.		1892-93.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary	612	4,208	1,586	8,028
Primary	226	788	...	...
Scholarships	...	...	...	...
Buildings	...	...	...	...
Furniture and apparatus	...	...	...	100
Miscellaneous	...	...	...	40
Superintendence	...	...	...	300
Total ...	838	4,996	1,586	8,468

42. In the following table particulars are given as to the stages of instruction of the pupils attending the three schools for Europeans only :—

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						TOTAL.		
													Reading printed books.			*Not reading printed books.*					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																					
For boys	Government	English																			
		Vernacular																			
	Local Fund	English																			
		Vernacular																			
	Municipal	English																			
		Vernacular																			
	Native States	English																			
		Vernacular																			
	Aided	English		1	17			1	1	1	7	8	5	3	8				6	11	17
		Vernacular																			
	Unaided	English																			
		Vernacular																			
		Total		1	17			1	1	1	7	8	5	3	8				6	11	17
For girls	Government	English																			
		Vernacular																			
	Local Fund	English																			
		Vernacular																			
	Municipal	English																			
		Vernacular																			
	Native States	English																			
		Vernacular																			
	Aided	English		2	101		2	16	18	10	29	39	17	21	38				29	72	101
		Vernacular																			
	Unaided	English																			
		Vernacular																			
		Total		2	101		2	16	18	10	29	39	17	21	38				29	72	101
		Total Secondary schools		3	118		2	17	19	11	36	47	22	24	46				35	83	118
Primary schools—																					
For boys	Government																				
	Local Fund																				
	Municipal																				
	Native States																				
	Aided																				
	Unaided																				
		Total																			
For girls	Government																				
	Local Fund																				
	Municipal																				
	Native States																				
	Aided																				
	Unaided																				
		Total																			
		Total Primary schools																			
		Grand Total		3	118		2	17	19	11	36	47	22	24	46				35	83	118

(*b*) *Mahomedan.*

43. The following table shows the number of Mahomedan schools and the pupils attending them :—

Division.	District.	Number of registered public schools.	Number of pupils.		Total pupils.	Number of private schools.	Number of pupils.		Total pupils.	1892-93.		1891-92.	
			Boys.	Girls.			Boys.	Girls.		Grand total of schools.	Grand total of pupils.	Grand total of schools.	Grand total of pupils.
NORTHERN.	Mandalay ...	2	104	56	160	27	463	163	626	29	786	26	678
	Bhamo ...	...	...	...	...	...	...	...	...	...	...	...	...
	Katha ...	...	...	...	...	...	...	...	...	...	...	...	...
	Ruby Mines ...	...	...	...	...	...	...	...	...	...	...	...	...
	Shwebo ...	...	...	...	...	1	2	3	5	1	5	2	18
CENTRAL.	Ye-u	...	...	...	...	...	...	...	...	...	...	...	...
	Sagaing ...	...	...	...	...	2	10	16	26	2	26	3	16
	Lower Chindwin ...	...	...	...	...	...	..	...	...	...	...	...	...
	Upper Chindwin ...	...	...	...	...	...	...	...	...	...	...	...	...
SOUTHERN.	Myingyan ...	...	...	...	...	1	3	7	10	1	10	1	10
	Pakôkku ...	...	...	...	...	...	...	...	...	...	...	...	...
	Minbu ...	...	...	...	...	...	...	...	...	...	...	...	...
	Magwe ...	...	...	...	...	...	...	...	...	...	...	...	...
EASTERN.	Kyauksè ...	...	...	...	...	7	63	28	91	7	91	9	107
	Meiktila ...	...	...	...	...	1	17	...	17	1	17	1	16
	Yamèthin ...	...	...	...	...	3	51	5	56	3	56	2	80
	Pyinmana ...	...	...	...	...	5	71	...	71	5	71	6	116
	Total ...	2	104	56	160	47	680	222	902	49	1,062	50	1,041

The only two Mahomedan schools that follow the prescribed system of instruction are in Mandalay, one employing a certificated assistant teacher. The rest of the schools are private, still limiting their instruction to the Koran. The decrease of one school is due to the death of the Mullah. It is only in Mandalay that lay managers of Pathi schools are found. There is little likelihood of the improvement of these schools.

(*c*) *Manipurian.*

44. The following table gives the number of Manipurian schools and the pupils attending them :—

Division.	District.	Number of registered public schools.	Number of pupils.		Total pupils.	Number of private schools.	Number of pupils.		Total pupils.	1892-93.		1891-92.	
			Boys.	Girls.			Boys.	Girls.		Grand total of schools.	Grand total of pupils.	Grand total of schools.	Grand total of pupils.
Northern ...	Mandalay ...	...	...	...	...	10	99	...	99	10	99	10	143
Central ...	Sagaing ...	...	...	...	...	1	1	...	1	1	1	2	2
	Total ...	...	...	...	...	11	100	...	100	11	100	12	145

There is a decrease of 45 pupils. The schools cannot be got to teach anything but fortune-telling and by rote Hindu prayers.

(*d*) *Karens.*

45. The Karens of the Pyinmana district, who carry on a trade with headquarters, have a strong Burman element amongst them and support the village pôngyi kyaung. The other Karens are less civilized and are nat-worshippers.

(*e*) *Shans.*

46. The only pure Shan school under inspection is at Mogôk, and contains 5 pupils. It teaches Burmese as well as Shan in a desultory manner.

(*f*) *Kachins.*

47. The American Baptist Mission Kachin school at Bhamo suffered a good deal from sickness during the year and so lost some of its pupils. It has, however, now reached the Vth Standard, and receives substantial support from the upland Kachins. The Roman Catholic school at Nankeitpa continues to progress.

(*g*) *Chins.*

48. A Vernacular Mission school for religious instruction has been opened by the Roman Catholic Missionaries at Kyongyi, but the illness of Father Accarion has prevented much work being done with the Chin children during the year.

(*h*) *Chinese.*

49. The two Chinese schools at Mandalay were closed during the year, the teachers returning to their native land. Chinese parents appear to be satisfied with the English and Burmese schools, and have no strong wish for their children to acquire a knowledge of the Mandarin language.

SECTION IX.

PRIVATE SCHOOLS.

50. The following are the statistics for these institutions for the past two years:—

Division.	District.	Total schools in 1891-92.	Schools, 1892-93.					Total schools, 1892-93.	Total pupils, 1891-92.		Pupils, 1892-93.										Total pupils, 1892-93.	
			Burmese.	Mahomedan.	Manipurian.	Chinese.	Tamil.		Boys.	Girls.	*Burmese.*		*Mahomedan.*		*Manipurian.*		*Chinese.*		*Tamil.*		Boys.	Girls.
											Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
NORTHERN.	Mandalay	711	1,238	27	10	...	1	1,276	2,372	231	7,468	156	463	163	99	...	...	...	16	...	8,046	319
	Bhamo	14	48	...	...	...	...	48	41	...	283	5	...	...	..	...	...	...	...	...	283	5
	Katha	19	79	...	...	...	...	79	61	...	494	...	...	...	...	...	...	...	...	...	494	...
	Ruby Mines	3	7	...	...	...	...	7	11	...	58	...	...	...	...	...	...	...	...	...	58	...
	Shwebo	136	277	...	...	...	...	277	316	7	1,445	13	...	...	...	...	...	...	...	...	1,445	13
CENTRAL	Ye-u	131	167	1	...	...	...	168	415	...	1,667	...	2	3	...	...	...	...	...	...	1,669	3
	Sagaing	179	644	2	1	...	...	647	486	17	7,508	34	10	16	1	...	...	...	...	...	7,519	50
	Lower Chindwin	308	327	...	...	...	...	327	1,916	18	1,891	29	...	...	...	...	...	...	...	...	1,891	29
	Upper Chindwin	141	158	...	...	...	...	158	857	8	1,052	16	...	...	...	...	...	...	...	...	1,052	16
SOUTHERN	Myingyan	139	721	1	...	...	...	722	475	15	5,628	54	3	7	...	...	...	...	...	...	5,631	61
	Pakôkku	143	269	...	...	...	...	269	489	24	1,782	38	...	...	...	...	...	...	...	...	1,782	38
	Minbu	198	316	...	...	...	...	310	859	53	1,838	132	...	...	...	...	...	...	...	...	1,838	132
	Magwe	107	508	...	...	...	...	508	656	3	4,635	10	...	...	...	...	...	...	...	...	4,635	10
EASTERN	Kyauksè	162	385	7	...	...	...	392	567	11	2,746	48	63	28	...	...	...	...	...	...	2,809	76
	Meiktila	20	381	1	...	...	...	382	60	...	4,689	88	17	...	...	..	...	...	...	...	4,706	88
	Yamèthin	25	123	3	...	...	...	126	145	3	807	18	51	5	...	...	..	...	...	...	858	23
	Pyinmana	22	56	5	...	...	...	61	150	11	273	4	71	...	...	...	...	...	...	...	344	4
	Total ...	2,458	5,698	47	11	...	1	5,757	9,876	401	44,264	645	680	222	100	...	...	...	16	...	45,060	867
	Total for 1891-92 ...	...	2,396	49	10	2	1	2,458	...	...	8,945	210	818	186	75	5	23	...	15	...	9,876	401
	Increase ...	...	3,302	...	1	...	...	3,299	...	...	35,319	435	...	36	25	...	...	...	1	...	35,184	466
	Decrease ...	...	...	2	...	2	...	...	...	...	...	...	138	...	...	5	23	...	...	...	...	...

There is an increase of 3,299 schools and 35,650 pupils. This is due, as I pointed out in Section I, to the very large withdrawal of monastic schools, and in a large measure to better inspection. A reference to the table will show how great the falling off in Burmese schools has been.

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

51. The gratuitous distribution of books to Indigenous schools that was sanctioned for two years did a great deal to help on educational work. This is now no longer necessary and has been discontinued. Books are now to be found extensively in use.

The preparation of text-books is confined to Lower Burma and is done by the Text-book Committee.

The want of maps in English and in Burmese is greatly felt. The American Baptist Mission Press in Rangoon might, I think, with great advantage to itself, do more to meet the demands for these and for text-books.

I see that other agencies are starting. The work of keeping the schools of Upper and Lower Burma supplied with books, maps, and school appliances is a serious one. I have had very many complaints from school-managers on this subject.

SECTION XI.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

52. These have been followed.

CONCLUSION.

53. I have again to acknowledge the assistance the Educational Officers have received from the District and Subdivisional Officers. I am under special obligations to Mr. Burne, Mr. McDermott, Mr. Stevenson, and Mr. George.

The relations with school-managers, European and native, have been uniformly pleasant.

54. I wish it were possible to consider Upper and Lower Burma as one for the purposes of the annual report on Education. I think the time has come when it might be done.

JOHN VANSOMEREN POPE, M.A.,
Director of Public Instruction, Burma.

LOWER BURMA APPENDICES.

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma for the year 1892-93.*

(For details, see General Table No. III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,957	Towns ... 36 Villages ... 17,752 Total ... 17,788	Males ... 2,462,296 Females 2,196,331 Total ... 4,658,627	Institutions ... For males ...	1	...	60	2,434	2	16	2,513	...	3,923	6,436	Institutions to number of towns and villages ... 36·65	
			Institutions ... For females	...	...	12	46	3	4	65	...	19	84		
			Total ...	1	...	72	2,480	5	20	2,578	...	3,942	6,520	...	
			Scholars ... Males ...	44	...	8,377	63,326	59	495	72,301	...	47,265	119,566	Male scholars to male population of school-going age ... 32·37	
			Scholars ... Females ...	2	...	1,526	13,918	105	64	15,615	...	2,419	18,034	Female scholars to female population of school-going age ... 5·47	
			Total ...	46	...	9,903	77,244	164	559	87,916	...	49,684	1,37,600		

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the year 1892-93.*

(For details, see General Table No. IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males	44,927	...	3,44,630	1,71,200	24,650	46,178	6,31,585	...	27,899	82,439	12,178	61,522	8,229	63,844	2,56,111	9,80,821	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 80·62
For females	...	...	60,264	21,622	6,669	4,570	93,125										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction. 13·76
Total ...	44,927	...	4,04,894	1,92,822	31,319	50,748	7,24,710	...	27,899	82,439	12,178	61,522	8,229	63,844	2,56,111	9,80,821	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction. 19·54
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	13·96	...	18·82	3·18	9·71	6·19	51·85	...	9·29	13·55	3·37	5·41	1·17	15·36	48·15	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction. 18·31
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	1·83	74·77	...	...	76·60	...	...	22·52	0·54	0·35	...	...	23·39	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 17·77
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	45·04	29·00	...	...	74·04	...	...	5·93	0·70	11·60	0·51	7·22	25·96	100	Total ... 100.
(*d*)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	4·58	...	41·28	19·66	3·19	5·17	73·89	...	2·84	8·41	1·24	6·27	0·84	6·51	26·11	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	790 12 8	...	21 3 4	32 15 5	181 3 0	37 1 6	66 15 2										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	847 10 10	...	55 11 7	32 15 5	194 8 5	51 3 11	93 13 11										
Local fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	2 12 9	...	...	...	6 7 11										
Cost to municipal funds ...	...	...	32 6 7	32 2 4	...	...	42 12 0										
Total cost ...	...	...	54 8 9	45 11 3	...	...	68 2 11										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	...	...	4 4 5	0 2 5	...	27 13 11	0 14 4										
Cost to local and municipal funds	...	...	4 4 5	3 5 1	...	...	3 7 11										
Total cost ...	...	...	35 8 5	4 0 3	...	259 2 9	9 6 11										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	790 12 8	...	5 11 9	0 2 0	181 3 0	35 5 5	3 6 8										
Cost to local and municipal funds	...	...	9 0 2	2 0 5	...	...	3 11 6										
Total cost ...	847 10 10	...	41 1 4	2 7 11	194 8 5	96 7 8	11 2 7										

GENERAL TABLE NO. III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	46	53	48	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	46	53	48	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools	2	1,032	1,007	801	3	734	692	550	...	...	...	...
For boys — Middle do. English	...	...	...	...	13	1,131	1,119	950	...	...	...	...
For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	1,032	1,007	801	16	1,865	1,811	1,500	...	...	...	...
Primary Schools.												
For boys	1	76	77	45	1	27	27	22	...	...	...	...
For girls	...	...	...	...	1	112	108	87	...	...	...	...
Total	1	76	77	45	2	139	135	109	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	59	64	51	...	...	...	...	...	...	...	...
Training schools for mistresses	3	105	97	96	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	1	21	29	21	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	13	331	311	263	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	4	110	86	74	...	...	...	...	...	...	...	...
Total	23	626	587	505	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	27	1,780	1,724	1,399	18	2,004	1,946	1,609	...	...	...	...

PRIVATE INSTITUTIONS	1	Advanced teaching—
		(*a*) Arabic or Persian ... ...
		(*b*) Sanskrit ... ...
		(*c*) Any other Oriental classic ... ...
	2.	Elementary, teaching a vernacular only or mainly ... ...
	3.	Elementary, teaching the Koran ... ...
	4.	Other schools not conforming to departmental standard ... ...

* This total does not include the additional 420 pupils who are shown under special schools in General Table No. I of Section I. These pupils certain special subjects in addition to their regular school subjects.

Scholars in Lower Burma for the year 1892-93.

TUTIONS.																			
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						
Aided by Government, or by Local Funds or Municipal Boards.				*Unaided.*															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	1	46	46	31	...	14	...	1	3	28	2	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	46	46	31	...	14	...	1	3	28	2	...	
6	2,030	1,926	1,627	...	...	...	...	11	3,796	3,796	93	3,559	655	471	89	233	2,348	59	...	
26	2,802	2,985	2,388	...	...	...	...	39	3,933	3,933	2	3,032	226	1,053	534	295	1,825	435	...	
10	1,060	1,060	1,060	...	...	...	...	10	1,060	...	354	1,023	...	257	20	27	756	124	...	
4	574	536	465	...	...	...	...	4	574	574	11	360	550	11	1	1	11	...	89	
5	239	229	200	...	...	...	...	5	239	239	...	194	203	12	...	...	24	...	90	
3	301	301	301	...	...	...	...	3	301	...	...	301	...	301	...	...	...	...	27	
54	7,006	7,037	6,041	...	...	...	...	72	9,903	8,542	460	8,469	1,634	2,105	644	556	4,964	618	206	
1,077	43,849	43,882	43,727	1,355	31,093	31,093	31,093	2,434	75,045	2,679	32,443	73,319	29	9,029	178	1,008	61,801	12,745	...	
39	1,977	1,977	1,942	6	110	110	110	46	2,199	299	565	2,105	65	311	35	59	1,719	...	1,026	
1,116	45,826	45,859	45,669	1,361	31,203	31,203	31,203	2,480	77,244	2,978	33,008	75,424	94	9,340	213	1,077	66,520	12,745	1,026	
..	...	...	...	...	...	...	...	2	59	17	12	47	...	6	...	16	37	...	...	
...	...	...	...	...	...	...	...	3	105	102	...	101	16	80	...	...	9	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	21	21	...	...	5	...	5	2	9	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	13	331	28	...	302	37	21	...	7	266	...	...	
1	42	39	25	...	...	...	...	1	42	30	...	12	4	26	1	1	10	...	...	
1	55	61	40	...	...	...	...	5	165	153	...	29	92	10	1	2	60	...	56	
2	97	100	65	...	...	...	...	25	723*	351	12	491	154	143	7	28	391	...	56	
1,172	52,929	52,996	51,775	1,361	31,203	31,203	31,203	2,578	87,916	11,917	33,511	84,384	1,896	11,588	865	1,664	71,903	13,365	1,288	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		3,687	46,106	...	23,436	45,809	...	17	175	19	45,895	1,706	...	
						„ girls		19	403	...	162	403	...	...	...	...	403	...	120	
...	...	...	...	...	...	For boys		236	3,175	...	2,273	3,175	...	...	...	3,175	...	430	...	
						„ girls		...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		...	...	...	...	...	...	...	...	...	...	...	...	
						„ girls		...	...	...	...	...	...	...	...	...	...	...	...	
				Total	...			3,942	49,684	...	25,871	49,387	...	17	175	3,194	46,298	2,136	120	
				GRAND TOTAL	...			6,520	137,600	11,917	59,382	133,771	1,896	11,605	1,040	4,858	118,201	15,501	1,408	

are included under High and Middle schools for boys, as they really belong to the general branches of these schools, but undergo training in

GENERAL TABLE NO. IV.—*Return of Expenditure on*

PUBLIC INSTI

Objects of expenditure.	UNDER PUBLIC MANAGEMENT.																
	Managed by Government,							*Managed by Local Funds and Municipal Boards.*							*Maintained by*		
	Provincial revenues.	Local funds.	Municipal funds.	Fees	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States	Fees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
UNIVERSITY EDUCATION. English	41,912	...	...	3,015	...	...	44,927	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Medicine	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	41,912	...	...	3,015	...	...	44,927	...	...	...	...	...	...	...	...	...	..	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys — High schools	21,359	...	...	34,754	...	...	56,113	1,323	...	23,678	17,113	...	...	42,114	...	...	...	...
For boys — Middle schools — English	...	...	...	...	...	...	...	3,743	...	35,019	17,907	...	...	56,669	...	...	...	...
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	21,359	...	...	34,754	...	...	56,113	5,066	...	58,697	35,020	...	...	98,783	...	...	...	...
Primary Schools.																		
For boys	2,538	...	...	...	...	...	2,538	...	...	1,092	316	...	...	1,408	..	...	..	.
For girls	...	...	...	...	...	...	...	...	...	3,248	1,514	...	...	4,762	...	...	...	...
Total	2,538	...	...	...	...	...	2,538	...	...	4,340	1,830	...	...	6,170	...	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	24,650	...	...	...	...	...	24,650	...	...	...	...	...	...	...	...	...	..	...
Training schools for mistresses	4,521	...	..	465	...	1,683	6,669	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	2,760	...	...	1,240	...	...	4,000	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Engineering and Surveying schools	10,579	...	...	4,423	...	...	15,002	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	-	...
Other schools	2,463	...	...	133	...	233	2,829	...	...	...	...	...	...	...	...	...	...	...
Total	44,973	...	...	6,261	...	1,916	53,150	...	...	...	...	...	...	.	...	...	...	...
Buildings	1,886	467	...	...	...	...	2,353	7,572	...	19,729	...	...	...	27,301	...	...	...	..
Furniture and apparatus (special grants only)	2,750	...	...	...	...	...	2,750	...	...	426	...	...	...	426	...	...	...	...
Total	4,636	467	...	...	...	...	5,103	7,572	...	20,155	...	...	...	27,727	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,15,418	467	...	44,030	...	1,916	1,61,831	12,638	...	83 192	36,850	...	...	1,32,680	...	...	...	...

(*a*) Rs. 837, (*b*) Rs. 133, and (*c*) Rs. 970 of these items represents the cost of the Kindergarten Department of the Government Normal School,

Public Instruction in Lower Burma for the year 1892-93.

TUTIONS.

Native States.			Under private management. Aided by Government or by Local Funds or Municipal Boards.							Unaided.				Total expenditure from					
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	..	41,912	...	...	3,015	...	44,927
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,912	...	...	3,015	...	44,927
...	...	...	11,533	...	7,882	35,351	6,116	22,020	82,902	...	...	...	...	34,215	...	31,560	87,218	28,136	1,81,129
...	...	...	6,064	514	7,589	29,194	14,980	40,919	99,251	...	...	...	...	9,807	514	42,599	47,101	55,899	1,55,920
...	...	...	600	1,959	5,022	...	...	...	7,581	...	...	...	...	600	1,959	5,022	...	...	7,581
...	...	...	7,023	...	4,355	18,310	..	11,327	41,015	...	...	...	...	7,023	...	4,355	18,310	11,327	41,015
...	...	...	3,606	...	1,138	5,274	300	6,021	16,339	...	...	...	...	3,606	...	1,138	5,274	6,321	16,339
...	...	...	1,260	...	1,650	...	...	...	2,910	...	...	...	...	1,260	...	1,650	...	...	2,910
...	...	...	30,086	2,473	27,627	88,129	21,396	80,287	2,49,998	...	...	...	...	56,511	2,473	86,324	1,57,903	1,01,683	4,04,894
...	...	..	5,514	99,974	47,922	8,004	...	5,840	1,67,254	...	...	...	...	8,052	99,974	49,014	8,320	5,840	1,71,200
...	...	...	1,488	915	3,325	1,757	3,774	5,601	16,860	...	...	...	...	1,488	915	6,573	3,271	9,375	21,622
...	...	...	7,002	1,00,889	51,247	9,761	3,774	11,441	1,84,114	...	...	...	...	9,540	1,00,889	55,587	11,591	15,215	1,92,822
...	...	..	...	...	...	...	...	...	...	...	...	...	...	24,650	...	...	...	...	24,650
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,521	...	...	465	1,683	6,669
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	2,760	...	...	1,240	...	4,000
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,579	...	...	4,423	...	15,002
...	...	...	2,505	...	...	..	...	23,701	26,206	...	...	...	...	2,505	...	...	...	23,701	26,206
...	...	...	282	...	...	828	603	998	2,711	...	...	...	...	2,745(a)	...	...	961(b)	1,834	5,540(c)
...	...	...	2,787	...	...	828	603	24,699	28,917	...	...	...	...	47,760	...	...	7,089	27,218	82,067
...	...	...	6,800	...	2,500	...	...	22,568	31,868	...	...	...	...	16,238	467	22,229	...	22,568	61,522
...	...	...	750	..	550	...	..	3,753	5,053	...	...	...	...	3,500	...	976	...	3,753	8,229
...	...	...	7,550	...	3,050	...	...	26,321	36,921	...	...	...	...	19,738	467	23,205	...	26,321	69,751
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	..	...	...	...	...	...	...	...	...	27,899	...	...	...	...	27,899
...	...	...	...	...	...	...	...	...	...	..	...	...	...	40,689	30,390	11,360	...	...	82,439
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,814	...	...	...	...	4,814
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	504	...	311	...	..	815
...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	722	1,039	...	..	1,785
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,764	...	...	...	...	4,764
...	...	...	...	...	...	...	...	...	...	...	...	...	...	46,132	...	13,842	...	3,870	63,844
...	...	...	...	...	...	...	...	...	...	..	...	...	...	1,24,826	31,112	26,552	...	3,870	1,86,360
...	...	...	47,425	1,03,362	81,924	98,718	25,773	1,42,748	4,99,950	...	...	...	...	3,00,507	1,34,941	1,91,668	1,79,598	1,74,307	9,80,821

Moulmein, which is taken as a boys' school. The balance is the cost of the Kindergarten Departments attached to female schools.

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Lower Burma for the year 1892-93.*

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys — Government — English	2	1,032	134	...	134	412	...	412	274	...	274	212	...	212	...	...	...	1,032	...	1,032
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	16	1,865	52	...	52	540	1	541	621	...	621	647	4	651	...	...	...	1,860	5	1,865
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	32	4,822	92	...	92	1,243	72	1,315	1,390	142	1,532	1,618	275	1,893	...	...	...	4,343	489	4,832
For boys — Aided — Vernacular	10	1,060	...	...	...	120	6	126	211	17	228	695	101	706	...	...	...	936	124	1,060
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	60	8,789	278	...	278	2,315	79	2,394	2,496	159	2,655	3,082	380	3,462	...	...	...	8,171	618	8,789
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	9	813	...	20	20	18	187	205	37	209	246	124	218	342	...	...	...	179	634	813
For girls — Aided — Vernacular	3	301	...	...	...	...	102	102	2	58	60	25	114	139	...	...	...	27	274	301
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	12	1,114	...	20	20	18	289	307	39	267	306	149	332	481	...	...	...	206	908	1,114
Total Secondary Schools	72	9,903	278	20	298	2,333	368	2,701	2,535	426	2,961	3,231	712	3,943	...	...	...	8,377	1,526	9,903

Primary Schools—																							
For boys	Government	...	...	1	76	...	...	...	...	...	...	3	...	3	73	...	73	...	...	...	76	...	76
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	1	27	...	...	...	...	...	...	14	...	14	13	...	13	...	...	...	27	...	27
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	1,077	43,849	...	...	...	201	33	234	2,944	530	3,474	29,910	10,231	40,141	...	...	...	33,055	10,794	43,849
	Unaided	...	...	1,355	31,093	...	...	...	5	...	5	10	...	10	29,127	1,951	31,078	...	...	...	29,142	1,951	31,093
	Total	...		2,434	75,045	...	...	...	206	33	239	2,971	530	3,501	59,123	12,182	71,305	...	...	...	62,300	12,745	75,045
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	1	112	...	...	...	...	...	...	6	30	36	32	44	76	...	...	...	38	74	112
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	39	1,977	...	...	...	5	9	14	127	72	199	803	961	1,764	...	...	...	935	1,042	1,977
	Unaided	...	...	6	110	...	...	...	...	...	...	...	...	...	53	57	110	...	...	...	53	57	110
	Total	...		46	2,199	...	...	...	5	9	14	133	102	235	888	1,062	1,950	...	...	...	1,026	1,173	2,199
Total Primary Schools		...		2,480	77,244	...	...	...	211	42	253	3,104	632	3,736	60,011	13,244	73,255	...	...	...	63,326	13,918	77,244
GRAND TOTAL		...		2,552	87,147	278	20	298	2,544	410	2,954	5,639	1,058	6,697	63,242	13,956	77,198	...	...	...	71,703	15,444	87,147

GENERAL TABLE NO. VI.—*Return showing the Results of Prescribed Examinations in Lower Burma for the year 1892-93.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	3	...	...	1	4	3	...	...	...	3	2	...	...	...	1	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	1	...	...	1	23	...	...	...	23	12	...	...	...	12	5	...	...	...	7	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5 Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3 Bachelor of Law																								
Medicine—																								
1 M. D.																								
2. M. B.																								
3. Honours in Medicine and Surgery																								
4. L. M. S.																								
5. First M B.																								
First L. M. S.																								
6. Preliminary Scientific																								
Engineering—																								
1. M. C. E.																								
2. B. C. E.																								
3. L. C. E.																								
4. First L. C. E.																								
Teaching—																								
1. Licentiate in Teaching																								
Schools for General Education—																								
Matriculation... ... ... Boys ...	5	4	...	9	72	25	...	7	104	50	8	...	2	60	12	1	2	3	42					
Girls ...	...	3	...	3	...	13	...	2	15	...	9	...	2	11	11	...	...	...	...					
Middle School examination ... Boys ...	16	38	33	87	249	253	21	150	673	113	110	18	47	288	41	15	6	7	219					
Girls ...	...	12	...	12	...	100	2	2	104	22	34	5	2	63	39	24	...	...	...					
Upper Primary examination ... Boys ...	19	422	...	441	802	3,966	...	...	4,768	728	2,936	...	...	3,658	200	597	67	136	2,658					
Girls ...	1	51	...	52	13	803	...	...	816	10	607	...	...	617	147	273	3	2	192					
Lower Primary examination ... Boys ...	20	1,091	...	1,111	800	17,126	...	...	17,926	719	11,777	...	...	12,496	197	1,516	140	364	10,279					
Girls ...	1	51	...	52	39	5,419	...	...	5,458	36	3,591	...	...	3,627	176	684	16	25	2,726					
Public Service Certificate examination. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
Schools of General Instruction—																								
1. Training School examination for masters. Upper ...	12	37	52	101	16	...	22	85	123	3	...	...	8	11	2	3	...	1	5					
Lower ...	10	35	47	92	...	29	127	93	249	...	...	...	1	1	...	...	...	...	1					
2. Training School examination for mistresses. Upper ...	...	4	...	4	...	5	...	5	10	...	1	...	...	1	...	1	...	...	...					
Lower ...	2	2	...	4	2	4	...	5	11	3	...	...	...	3	...	3	...	...	...					
3. School of Arts examination																								
4. Medical examination																								
5. Examination in Engineering and Surveying	7	...	27	34	430	...	38	83	551	146	...	6	13	165	..	38	...	4	123					
6. Industrial School examination																								
7. Veterinary examination																								

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.																
	In institutions managed by Local Fund Boards.												*In institutions managed by*				
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total local fund expenditure on public institutions.	Number of institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	514	514	13
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,959	1,959	...
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,473	2,473	16
Primary Schools.																
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	99,974	99,974	1
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	915	915	1
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,00,889	1,00,889	2
Schools for Special Instruction																
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	467	...	...	467	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	467	...	...	467	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30,390	...
Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	722	...
Scholarships held in— Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31,112	...
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	467	...	1,03,362	1,34,941	18

Municipal Expenditure on Public Instruction in Lower Burma for the year 1892-93.

Expenditure of Municipal Boards on public instruction.															
In institutions managed by Municipal Boards.										*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
734	692	550	1,323	23,678	...	17,113	...	...	42,114	...	...	7,882	31,560	31,560	
1,131	1,119	950	3,743	35,019	...	17,907	...	...	56,669	...	...	7,580	42,599	43,113	
...	...	...	...	...	...	...	...	...	...	...	...	5,022	5,022	6,981	
...	...	...	...	...	...	...	...	...	...	...	...	4,355	4,355	4,355	
...	...	...	...	...	...	...	...	...	...	...	...	1,138	1,138	1,138	
...	...	...	...	...	...	...	...	...	...	...	...	1,650	1,650	1,650	
1,865	1,811	1,500	5,066	58,697	...	35,020	...	...	98,783	...	...	27,627	86,324	88,797	
27	27	22	...	1,092	...	316	...	...	1,408	...	...	47,922	49,014	1,48,988	
112	108	87	...	3,248	...	1,514	...	...	4,762	...	...	3,325	6,573	7,488	
139	135	109	...	4,340	...	1,830	...	...	6,170	...	...	51,247	55,587	1,56,476	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	7,572	19,729	...	...	...	...	27,301	...	...	2,500	22,229	22,696	
...	...	...	...	426	...	...	...	...	426	...	...	550	976	976	
...	...	...	7,572	20,155	...	...	...	...	27,727	...	...	3,050	23,205	23,672	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,360	41,750	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	311	311	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,039	1,761	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	13,842	13,842	
...	...	...	...	...	...	...	...	...	...	...	...	...	26,552	57,664	
2,004	1,946	1,609	12,638	83,192	...	36,850	...	...	1,32,680	...	...	81,924	1,91,668	3,26,609	

Return showing the Classification of Pupils attending Public Institutions in Lower Burma on the 31st March 1893 according to Religion.

	Class of institution.	Total of public institutions.	Number of scholars on 31st March 1893.	Classification of Scholars on the 31st March according to Religion.					Remarks.
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
	1	2	3	4	5	6	7	8	9
University Education	*Arts College.*								
	English	1	46	14	3	1	17	11	
	Oriental	...	...	...	...	...	...	...	
	Colleges or Departments of Colleges for Professional training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total ...	1	46	14	3	1	17	11	
School Education, General.	*Secondary Schools.*								
	For boys — English	50	7,729	2,405	528	623	4,093	80	
	For boys — Vernacular	10	1,060	257	27	20	756	...	
	For girls — English	9	813	776	1	1	18	17	
	For girls — Vernacular	3	301	301	...	...	...	...	
	Total ...	72	9,903	3,739	556	644	4,867	97	
	Primary Schools.								
	For boys	2,434	75,045	9,058	1,008	178	64,779	22	
	For girls	46	2,199	376	69	35	1,716	3	
	Total ...	2,480	77,244	9,434	1,077	213	66,495	25	
School Education, Special.	*Schools for Special Instruction.*								
	Training schools for masters ...	2	59	6	16	...	37	...	
	Training schools for mistresses ...	3	105	96	...	...	8	1	
	Schools of art	...	...	...	...	...	...	...	
	Law schools	1	21	5	2	5	9	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and survey schools ...	13	331	58	7	...	266	...	
	Industrial schools	1	42	30	1	1	10	...	
	Other schools	5	165	102	2	1	60	...	
	Total ...	25	723	297	29	7	390	1	
	Total of Colleges and Schools of Public Instruction.	2,578	87,916	13,484	1,664	865	71,769	134	

UPPER BURMA APPENDICES.

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Upper Burma for the year 1892-93.*

(For Details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
83,173	Towns ... 24	Males ... 1,424,860	Institutions ... For males	...	...	20	2,005	...	6	2,031	...	5,720	7,751	Institutions to number of towns and villages ... 71·50	
	Villages ... 10,957	Females ... 1,544,081	Institutions ... For females	...	...	2	61	...	...	63	...	37	100		
	Total ... 10,981	Total ... 2,968,941	Total ...	...	...	22	2,066	...	6	2,094	...	5,757	7,851	.....	
			Scholars ... Males ...	...	...	1,080	37,382	...	115	38,577	...	45,060	83,637	Male scholars to male population of school-going age... ... 39·13	
			Scholars ... Females ...	...	...	295	5,159	...	...	5,454	...	867	6,321	Female scholars to female population of school-going age ... 2.73	
			Total ...	...	...	1,375	42,541	...	115	44,031	...	45,927	89,958	.....	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Upper Burma for the year 1892-93.*

(For details, see General Table IV.)

Class of institution.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on public instruction.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions for { males	...	...	27,062	35,625	...	9,331	72,018	} ...	...	40,162	5,676	1,706	1,971	1,203	50,718	1,36,296	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 70·29
females	...	...	7,357	6,203	...	...	13,560										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... *Nil.*
Total ...	...	...	34,419	41,828	...	9,331	85,578	...	...	40,162	5,676	1,706	1,971	1,203	50,718	1,36,296	Percentage of Municipal expenditure included in column 17 to total expenditure on public instruction ... 4·13
2. (*a*) Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	...	...	10·36	36·40	...	5·70	52·45	...	...	40·42	5·92	...	0·57	0·63	47·55	100	Percentage of ex penditure from fees included in column 17 to total expenditure on public instruction ... 10·90
(*b*) Percentages of local fund expenditure included in columns 2 to 17 to total local fund expenditure on public instruction.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction... 14·69
(*c*) Percentage of Municipal expenditure included in columns 2 to 17 to total Municipal expenditure on public instruction.	...	...	21·79	...	...	14·23	36·03	...	...	25·62	...	28·57	...	9·78	63·97	100	Total ... 100
(*d*) Percentages on total expenditure on columns 2 to 17 to total expenditure on public instruction.	...	...	25·25	30·69	...	6·85	62·79	...	...	29·47	4·16	1·25	1·45	0·88	37·21	100	
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. { Cost to provincial revenues ...	...	...	...	...	...	44 9 10	44 9 10										
Cost to local and Municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	56 5 2	56 5 2										
Local Fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	2 1 1	...	...	...	2 1 1										
Cost to Municipal funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	25 12 4	...	...	...	62 4 4										
Institutions in Native States. { Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and Municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ...	...	...	7 7 9	2 9 6	...	57 8 0	3 1 7										
Cost to local and Municipal funds	...	...	0 7 4	...	...	100 0 0	0 1 6										
Total cost ...	...	...	25 5 7	3 1 10	...	377 14 0	5 6 11										
Unaided institutions ... Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	...	...	7 5 0	0 13 1	...	45 7 7	2 2 10										
Cost to local and Municipal funds	...	...	0 14 5	...	...	6 10 6	0 2 1										
Total cost ...	...	...	25 5 10	0 15 9	...	77 12 2	3 1 7										

GENERAL TABLE NO. III.—*Return of Colleges, Schools, and*

PUBLIC INSTITU

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English ...	...	...	...	...	1	54	44	33	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	1	54	44	33	...	...	...	...
Primary Schools.												
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	..
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and suveying schools	5	107	112	96	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	107	112	96	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5	107	112	96	1	54	44	33	...	...	...	...

PRIVATE INSTITUTIONS

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ...
3. Elementary, teaching the Korar ... ...
4. Other schools not conforming to departmental standards ..

Scholars in Upper Burma for the year 1892-93.

TIONS.

UNDER PRIVATE MANAGEMENT.								Grand total of public institutions.	Grand total of scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks
Aided by Government, or by Local Funds, or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	98	105	76	...	...	...	...	1	98	98	...	98	4	12	...	4	78	...	...	
8	418	402	321	...	...	...	...	9	472	421	...	393	33	60	23	29	327	24	...	
10	639	639	639	...	...	...	...	10	639	...	448	639	2	38	...	44	555	131	...	
1	147	146	132	...	...	...	...	1	147	105	15	60	82	63	...	...	2	...	16	
1	19	21	19	...	...	...	...	1	19	19	...	10	19	...	...	...	...	...	10	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
21	1,321	1,313	1,187	...	...	...	...	22	1,375	643	463	1,200	140	173	23	77	962	155	26	
468	12,355	12,358	12,336	1,537	28,569	28,569	28,569	2,005	40,924	130	25,979	40,901	17	158	43	292	40,414	3,963	...	
33	1,088	1,081	1,076	28	529	529	529	61	1,617	43	741	1,617	3	57	2	8	1,547	...	431	
501	13,443	13,439	13,412	1,565	29,098	29,098	29,098	2,066	42,541	173	26,720	42,521	20	215	45	300	41,961	3,963	421	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	5	107	...	...	107	...	1	...	1	105	...	...	
1	8	8	8	...	...	...	...	1	8	...	...	8	...	...	...	...	8	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	8	8	8	...	...	...	...	6	115	...	...	115	...	1	...	1	113	...	...	
523	14,772	14,760	14,607	1,565	29,098	29,098	29,098	2,094	44,031	816	27,183	45,836	160	389	68	378	43,036	4,118	447	
	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	For boys	5,673	44,710	...	24,953	44,710	...	...	116	...	44,594	359	...	
	...	...	...	...	...	...	For girls	37	315	...	160	315	...	...	...	...	315	...	29	
	...	...	...	...	...	...	For boys	47	902	...	902	902	...	...	...	902	...	222	...	
	...	...	...	...	...	...	For girls	...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	For boys	...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	For girls	...	...	...	...	...	...	...	...	...	...	...	...	
							Total ...	5,757	45,927	...	26,015	45,927	...	...	116	902	44,909	581	29	
							GRAND TOTAL ...	7,851	89,958	816	53,198	89,763	160	389	184	1,280	87,945	4,699	476	

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

Objects of expenditure.	PUBLIC																
	UNDER PUBLIC																
	Managed by Government.							*Managed by Local Funds and Municipal Boards.*							*Maintained*	
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Secondary Schools.																
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Middle schools — English	...	...	...	...	...	...	...	91	...	625	418	...	...	1,134	...	...
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	91	...	625	418	...	...	1,134	...	...
Primary Schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																
SCHOOL EDUCATION, SPECIAL. Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	4,997	...	...	1,311	...	...	6,308	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4,997	...	...	1,311	...	...	6,308	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	1,606	...	...	...	1,606	...	...
Furniture and Apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	..	...	...	...	...	1,606	...	...	...	1,606	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	4,997	...	...	1,311	...	...	6,308	91	...	2,231	418	...	...	2,740	...	...

Instruction in Upper Burma for the year 1892-93.

INSTITUTIONS.																					
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.															
by Native States.						*Aided by Government, or by Local Funds or Municipal Boards.*							*Unaided.*				TOTAL EXPENDITURE FROM				
Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	379	...	...	2,035	...	1,600	4,014	...	...	...	...	379	...	...	2,035	1,600	4,014
...	...	...	...	...	2,634	...	600	5,249	118	8,019	16,620	...	...	...	...	2,725	...	1,225	5,667	8,137	17,754
...	...	...	...	...	5,294	...	...	...	...	...	5,294	...	...	...	...	5,294	...	...	...	...	5,294
...	...	...	...	...	1,390	...	...	4,396	...	...	5,786	...	...	...	...	1,390	...	...	4,396	...	5,786
...	...	...	...	...	133	...	...	648	...	790	1,571	...	...	...	...	133	...	...	648	790	1,571
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	9,830	...	600	12,328	118	10,409	33,285	...	...	...	...	9,921	...	1,225	12,746	10,527	34,419
...	...	...	...	...	30,892	...	...	658	...	4,075	35,625	...	...	...	...	30,892	...	...	658	4,075	35,625
...	...	...	...	...	3,975	...	...	143	...	2,085	6,203	...	...	...	...	3,975	...	...	143	2,085	6,203
...	...	...	...	...	34,867	...	...	801	...	6,160	41,828	...	...	...	...	34,867	...	...	801	6,160	41,828
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,997	...	...	1,311	...	6,308
...	...	...	...	...	460	..	800	...	229	1,534	3,023	...	...	...	...	460	...	800	...	1,763	3,023
...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	460	...	800	...	229	1,534	3,023	...	...	...	...	5,457	...	800	1,311	1,763	9,331
...	...	...	...	...	..	...	...	...	...	100	100	...	...	...	...	...	...	1,606	...	100	1,706
...	...	...	...	...	550	...	...	...	...	1,421	1,971	...	...	...	...	550	...	...	...	1,421	1,971
...	...	...	...	...	550	...	...	...	...	1,521	2,071	...	...	...	...	550	...	1,606	...	1,521	3,677
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,722	...	1,440	...	...	40,162
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,676	...	...	...	...	5,676
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	608	...	550	...	45	1,203
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45,006	...	1,990	...	45	47,041
...	...	...	...	...	45,707	...	1,400	13,129	347	19,624	80,207	...	...	...	...	95,801	...	5,621	14,858	20,016	1,36,296

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Upper Burma for the year 1892-93.*

Class of school.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						TOTAL.		
														Reading printed books.			*Not reading printed books.*					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																						
For boys	Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	1	54	...	...	...	4	...	4	14	...	14	36	...	36	...	...	...	54	...	54
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	9	516	2	...	2	91	3	94	171	13	184	228	8	236	...	...	...	492	24	516
		Vernacular	10	639	...	...	...	44	1	45	178	10	188	286	120	406	...	...	...	508	131	639
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	20	1,209	2	...	2	139	4	143	363	23	386	550	128	678	...	...	...	1,054	155	1,209
	Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	...	2	166	...	6	6	2	18	20	7	52	59	17	64	81	...	...	...	26	140	166	
For girls — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	
For girls — Total	...	2	166	...	6	6	2	18	20	7	52	59	17	64	81	...	...	...	26	140	166	
Total Secondary Schools	...	22	1,375	2	6	8	141	22	163	370	75	445	567	192	759	...	...	...	1,080	295	1,375	
Primary Schools—																						
For boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For boys — Local funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	
For boys — Municipal	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For boys — Aided	...	468	12,355	...	...	...	42	1	43	563	71	634	8,949	2,729	11,678	...	...	...	9,554	2,801	12,355	
For boys — Unaided	...	1,537	28,569	...	...	...	...	...	...	...	...	...	27,407	1,162	28,569	...	...	...	27,407	1,162	28,569	
For boys — Total	...	2,005	40,924	...	...	...	42	1	43	563	71	634	36,356	3,891	40,247	...	...	...	36,961	3,963	40,924	
For girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Local fund	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls — Aided	...	33	1,088	...	...	...	...	1	1	21	35	56	254	777	1,031	...	...	...	275	813	1,088	
For girls — Unaided	...	28	529	...	...	...	...	...	...	...	...	...	146	383	529	...	...	...	146	383	52	
For girls — Total	...	61	1,617	...	...	...	...	1	1	21	35	56	400	1,160	1,560	...	...		421	1,196	1,617	
Total Primary Schools	...	2,066	42,541	...	...	...	42	2	44	584	106	690	36,756	5,051	41,807	...	...	...	37,382	5,159	42,541	
GRAND TOTAL	...	2,088	43,916	2	6	8	183	24	207	954	181	1,135	37,323	5,243	42,566	...	...	...	38,462	5,454	43,916	

GENERAL TABLE NO. IV.—*Return showing the Results of Prescribed Examinations in Upper Burma for the year 1892-93.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts																				
2. Bachelor of Arts																				
3. B. Sc.																				
4. First B. A.																				
First B. Sc.																				
First Arts																				
Previous examination																				
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning																				
2. Bachelor of Oriental Learning																				
3. Honours in Sanskrit																				
Arabic																				
Persian																				
4. High Proficiency in Sanskrit																				
Arabic																				
Persian																				
5. Proficiency in Sanskrit																				
Arabic																				
Persian																				
Urdu																				
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law																				
2. Master of Law																				

3. Bachelor of Law																								
Medicine—																								
1. M. D.																								
2. M. B.																								
3. Honours in Medcine and Surgery ...																								
4. L. M. S.																								
5. First M. B.																								
5. First L. M. S.																								
6. Preliminary Scientific																								
Engineering—																								
1. M. C. E.																								
2. B. C. E.																								
3. L. C. E.																								
4. First L. C.																								
Teaching—																								
1. Licentiate in Teaching																								
Schools for General Education—																								
Matriculation	Boys																							
	Girls			1		1		1			1		1			1	1							
Middle School examinatiton ...	Boys			16		16		36			36		20			20 *a*	1	1			18			
	Girls			1		1		4			4		4			4	4							
Upper Primary examination ...	Boys		1	124		125	10	749			759	5	481			486	4	22	6	19	435			
	Girls			14		14		148			148		87			87	15	10			62			
Lower Primary examination ...	Boys		1	476		477	18	3,928			3,946	10	2,688			2,698	14	54	7	67	2,556			
	Girls			37		37		1,667			1,667		1,050			1,050	20	40		41	949			
Public Service Certificate examination.	English																							
	Vernacular																							
Schools for General Instruction—																								
1. Training school examination for masters.	Upper																							
	Lower																							
2. Training school examination for mistresses.	Upper																							
	Lower																							
3 School of arts examination																								
4. Medical examination																								
5. Examination in engineering and surveying																								
6. Industrial school examination																								
7. Veterinary examination																								

a Seven of these are really managers and teachers of schools. The table in Section IV of the report, giving the results of this examination in secondary schools, is less by this number. In that table only *bonâ fide* pupils are shown.

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Funds and Mu*

Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.																
	In institutions managed by Local Fund Boards.												*In institutions managed by*			Total Local fund expenditure on public institutions.	Number of institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	..	...	...	...	...	...	...	..	...	...	...	...	...	...
Secondary Schools.																
SCHOOL, EDUCATION, GENERAL. For boys: High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, GENERAL. For boys: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
SCHOOL, EDUCATION, GENERAL. For boys: Middle schools: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, GENERAL. For girls: High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, GENERAL. For girls: Middle schools: English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, GENERAL. For girls: Middle schools: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Primary Schools.																
SCHOOL, EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																
SCHOOL, EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Engineering and surveying schools ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Industrial schools...	...	...	...	...	...	..	...	...	...	..	...	...	...	...	...	...
SCHOOL, EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Buildings	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only). ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	..	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in: Secondary schools	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Scholarships held in: Primary schools ...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Scholarships held in: Special schools other than training schools.	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Miscellaneous	...	..	..	...		..	..	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
GRAND TOTAL ...	...	..	...		...	...	...	...	..	...	...	...	...	...	...	1

nicipal Expenditure on Public Instruction in Upper Burma for the year 1892-93.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
In institutions managed by Municipal Boards.										*In institutions managed by*					
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of Local fund and Municipal Boards on public instruction.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
54	44	33	91	625	...	418	...	...	1,134	...	...	600	1,225	1,225	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
54	44	33	91	625	...	418	...	...	1,134	...	...	600	1,225	1,225	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	800	800	800	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	800	800	800	
...	...	...	...	1,606	...	...	...	...	1,606	...	...	...	1,606	1,606	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,606	...	...	...	...	1,606	...	...	...	1,606	1,606	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,440	1,440	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	550	550	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,990	1,990	
51	44	33	91	2,231	...	419	...	...	2,740	...	...	1,400	5,621	5,621	

ROYAL ASI

Return showing the Classification of Pupils attending Public Institutions in Upper Burma on the 31st March 1893 according to Religion.

Class of institution.	Total of public institutions.	Number of scholars on the 31st March 1893.	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Muhomedans.	Hindus.	Buddhists.	Others.	
8	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	...	...	...	...	...	...	...	
Oriental	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total ...	...	...	...	...	...	...	...	
School Education, General.								
Secondary Schools.								
For boys — English	10	570	109	33	23	403	2	
For boys — Vernacular	10	639	40	44	...	555	...	
For girls — English	2	166	164	...	...	2	...	
For girls — Vernacular	...	...	...	...	...	...	...	
Total ...	22	1,375	313	77	23	960	2	
Primary Schools.								
For boys	2,005	40,924	175	292	43	40,414	...	
For girls	61	1,617	60	8	2	1,547	...	
Total ...	2,066	42,541	235	300	45	41,961	...	
School Education, Special.								
Schools for Special Instruction								
Training schools for masters ...	...	...	...	...	...	...	...	
Training schools for mistresses ...	...	...	...	...	...	...	...	
Schools of arts	...	...	...	...	...	...	...	
Law school	...	..	...	...	...	...	...	
Medical schools	...	..	...	...	...	...	...	
Engineering and survey schools ...	5	107	...	...	...	107	...	
Industrial schools	1	8	1	1	...	6	...	
Other schools	...	...	...	...	...	...	...	
Total ...	6	115	1	1	...	113	...	
Total of Colleges and Schools of Public Instruction.	2,094	44,031	549	378	68	43,034	2	

G. B. C. P. O.—No. 4726, B. S., 30-10-93—680.

REPORT

OF

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1893-94.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1894.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

For the year 1893-94.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-23, dated the 24th October 1894.

READ—

The Report of the Director of Public Instruction, Burma, for the year 1893-94.

RESOLUTION.—Under the orders recorded in the Chief Commissioner's Resolution of last year the reports for the two sections of the province have been amalgamated. The combined report was received in this office with commendable punctuality on the 1st August. In Section V, Part B of his report the Director of Public Instruction acknowledges the assistance received from certain officers of the Commission and the Provincial and Subordinate Civil Services. The remarks contained in last year's Resolution seem to have produced some result, but more might be done by Township Officers, especially in Upper Burma. Deputy Inspectors of Schools should arrange to accompany Township Officers and Subdivisional Officers on tour and visit schools with them. Similarly Inspectors and Deputy Commissioners would derive mutual benefit by occasionally going about a district together. Deputy Commissioners must impress on all their Subdivisional and Township Officers the fact that the Government expects them to take an active interest in educational work. Messrs. Fraser, Hartnoll, Batten, George, Stevenson, McDermott, and Burne, Captains Cronin, Strickland, and Perkins, and Colonel Cresswell are the Deputy Commissioners, whose services the Director brings to notice, and in the Provincial Civil Service the names of Maung Tet Kaing, Maung Po Han and Maung Aung Min, T.D.M., are mentioned. The Chief Commissioner requests that the Myoôks, thugyis and others whose services are commended by the Director may be informed of the fact by Deputy Commissioners.

General results.

2. One noticeable feature in the statistics of the year is the large number of students classified as receiving University education. There were 76 such students against 46 in the previous and 44 in the penultimate year. This larger demand for higher education has no doubt been created by the raising of the standard of initial qualification for admission into the public service. Some of the ground lost in the preceding year was recovered and the list of public institutions showed 4,830 schools and 138,934 pupils against 4,672 schools and 132,367 pupils in the preceding year. The increase of schools was entirely in the category of those under private management. There were 183 secondary and 4,614 primary schools compared with 94 and 4,546 respectively in 1892-93. The number of private institutions, which were all in the elementary stage, increased from 9,699 to 9,993,

and their pupils from 95,611 to 98,616 as compared with last year. The total number of pupils under instruction was 237,550 against 227,558 in 1892-93. The Chief Commissioner has observed with regret the continued hostility to secular instruction manifested by certain Buddhist ecclesiastics both in Upper and Lower Burma. This attitude is highly injurious to the progress of the people, and no pains must be spared to overcome the prejudice. Intelligent Burman officials may do much to convince the pôngyis that the Government has no intention of interfering with their religion, and where a pôngyi is himself independent enough to accept registration and Government aid, he must be protected against illegal annoyance from his less advanced brethren.

Financial.

3. The total expenditure on education was Rs. 11,76,305 against Rs. 11,17,117 in the past year, to which Imperial and Provincial revenues contributed Rs. 4,30,098, Municipal and Local funds Rs. 3,22,803, and fees Rs. 2,18,123. It is gratifying to notice the increase in the amount of tuition fees, the sum collected last year aggregating Rs. 1,94,456 for both Upper and Lower Burma. The cost of University education increased from Rs. 44,927 to Rs. 47,950, and of secondary education from Rs. 4,39,313 to Rs. 4,90,156; but that of primary education decreased from Rs. 2,34,650 to Rs. 2,02,833, although the number of primary schools under inspection increased by 68. This decrease was chiefly due to the smaller grants earned by indigenous schools in Upper Burma and to the reduction of grants in both parts of the province in order to bring the expenditure within the sanctioned budget allotments for the year. Building grants increased by Rs. 11,440 and the expenditure on scholarships by Rs. 1,108; but the total of equipment grants remained about the same as in the previous year.

University education.

4. During the year under review the Rangoon College continued to be the only institution in the province in which University education was provided. The Baptist Mission College has since been affiliated to the Calcutta University as a second grade college and will probably present candidates for the next F. A. examination. At the Rangoon College there were 15 students in the B. A. classes and 61 in the F. A., and the average daily attendance was 68 against 48 in 1892-93. The results of the examinations were not satisfactory. None passed the B. A. examination out of the nine candidates presented, and only 9 out of 26 were successful at the F. A. examination. The Director of Public Instruction brings to notice that, since the opening of the College, no students have been prepared for Honours in the B. A. examination. The present professorial staff will, the Chief Commissioner hopes, soon remove this reproach. It has also been reported to him that no provision exists at the Rangoon College or elsewhere for the proper teaching of mental and moral philosophy, a fair knowledge of which is required for the Teachers' Test examinations under the existing rules, and that all the local graduates studied the B or Science Course. Without desiring in any way to disparage a scientific course of education, which is indeed well suited to correct the natural defects of the Oriental mind, the Chief Commissioner thinks that it is expedient to provide a wider scope in the choice of subjects by University students in Burma, and would urge on the Syndicate the advisability of appointing as successor to Mr. S. Shaw, late Lecturer at the Rangoon College in English and

Latin, a gentleman competent to prepare B. A. students for the A course, which includes mental and moral philosophy. Had some of the candidates for the last B. A. examination been prepared for the A course, it is doubtful whether the failures would have been so numerous. Sir Alexander Mackenzie cannot regard the Law classes attached to the Rangoon College, which had an average daily attendance of 13 throughout the year, as altogether a success. The higher ranks of the legal profession will probably continue to be recruited from the Bar. The Chief Commissioner considers that what is immediately required is a supply of practical lawyers for the interior districts with a sound knowledge of Burmese and a fair acquaintance with law, and that, in view of the present low state of education, the attempt now made to bring into existence a class of men with an academic knowledge of law is not likely to command any measure of success. It would be better, therefore, for the Law Lecturer, Mr. Chan Toon, to concentrate his energies on the preparation of candidates for the local examinations for Advocates rather than for the B. L. degree of the Calcutta University.

Secondary education.

5. The number of High English schools decreased by one, but the number of pupils increased by 149. Two Middle English schools were closed and four were opened and the pupils increased from 4,405 to 4,751. The number of Middle Vernacular schools increased from 20 with 1,699 pupils to 103 with 6,805 students. This large increase is due to a new system of classification adopted by which all schools teaching beyond Standard IV were classed as Middle. Forty-three candidates passed the Entrance examination against 68 and 434 the VIIth Standard against 319 in the past year. The Director of Public Instruction attributes the bad results of the former examination to a want of uniformity in the test applied by the Calcutta University. The results achieved at the Entrance examination by the High schools at Akyab, Bassein, and Prome are not creditable, and the Moulmein High School, considering its advantages, did even worse. St. John's College, S. P. G., failed to secure any passes at the Entrance examination, but obtained the largest number of passes in the VIIth Standard.

Primary instruction.

6. In spite of the continued opposition to secular education offered by certain Buddhist ecclesiastics above referred to, it is satisfactory to notice that the number of primary schools under inspection increased from 4,640 to 4,800 and their pupils from 127,596 to 134,730. The number of passes at the Upper Primary examinations were 5,324 against 4,848, and at the Lower Primary examinations 22,005 against 19,871 in the previous year. One public school under public management was amalgamated with another at Moulmein; seven new schools under private management were opened and two were closed. Primary education is reported, as in previous years, to be very backward in the Arakan Division. The slow rate of progress is ascribed to the poverty of the people and to unwillingness, as in other parts of the province, on the part of the monks to participate in the work of teaching secular subjects, such as arithmetic and geography. Where *kyaungs* exist, which are supported by the people, and in which the instruction is efficient, it is not desirable to encourage the opening of lay schools. The efforts of the department should be devoted to improving the indigenous institutions of the districts, and there are clear indications that success need not

be despaired of even in Arakan. The number of indigenous public schools increased by 20 and of pupils by 24 per cent. The Chief Commissioner is ready to consider a scheme of travelling teachers for the Arakan Division if the Director will prepare it. In the Pegu Division there was a satisfactory advance. This division contains Maung Sein's school at Minhla, Tharrawaddy district, which was the most successful of all the indigenous schools in the province. In the Amherst district the Talaing and Shan pôngyis are reported to be hostile to secular education. This is the first which the Chief Commissioner has heard of this opposition and the report needs confirmation. In Upper Burma the opposition of the monks seems to be slackening in some districts. There were, it is true, 520 monastic schools which withdrew from inspection, but 456 new ones were brought on the list. Many of the withdrawals were in the Bhamo, Katha and Ruby Mines districts and were probably due rather to ignorance than to bigotry. In Mandalay town lay schools are well attended and increasing. In the Shwebo and Yamèthin districts there was a marked increase in the number of monastic schools under inspection, but in the Ye-u and Sagaing districts, although U Adeiksa, a learned Rahan, is said to have induced many pôngyis to apply for inspection, there was a very large decrease at the end of the year. The probable inference is that in Ye-u and Sagaing, which are under the same Deputy Inspector, the Chief Commissioner's orders, which prohibit inspecting officers from visiting monastic schools without invitation, have received an interpretation different from that placed on them in other districts. The Director is requested to enquire into the matter. What Mr. Fryer intended to prohibit were formal inspection visits to unregistered kyaung schools. He did not desire to bar all friendly intercourse between pôngyis and educational officers. Sir Alexander Mackenzie would like the Director to consider whether in Upper Burma (as formerly in Lower Burma) grants should be given to monastic schools for partial passes; by this means schools which taught sound reading, writing and arithmetic would be attracted within the departmental influence and, later on, the requirements might be raised.

Education in special subjects.

7. The Akyab Normal school was amalgamated with the institution at Moulmein, and a new Normal school was attached to the Baptist College. The Chief Commissioner cannot agree with the Director of Public Instruction that the results achieved at the Teachers' Test examinations were very creditable. There was only one pass in the Anglo-Vernacular Secondary grade, six in the Anglo-Vernacular Primary grade, and 35 in the Vernacular Secondary grade. The supply of certificated teachers is too small to meet the ever-increasing demands of education. Besides, the rules in the Education Code relating to these examinations are very open to criticism, and the Director has been asked to recast them. The Chief Commissioner also thinks that the text-books prescribed are too difficult and expensive for the majority of the candidates. Under the circumstances the order stopping the annual increments and acting allowances of the teachers in Government and Municipal schools who failed to pass their examinations should be reconsidered. The results in the Industrial schools were fairly satisfactory. Printing and book-binding were the industries most commonly pursued, but weaving was carried on in one school. It appears to the Chief Commissioner that weaving, tailoring, and

shoe-making, which are also recognized industries under the Education Code, would prove more useful to the pupils and more remunerative to the schools.

Manual and commercial instruction.

8. The Chief Commissioner is glad to find that some progress has been made in the teaching of drawing. This is a subject which is useful in every walk of life, and the Burmese have a natural aptitude for it. It lies at the base of all sound technical instruction. Sir Alexander Mackenzie regrets to observe that no progress has been made in the introduction of hand and eye training on the Slöjd system in the ordinary schools. He fears that there is still among school managers no proper comprehension of the bearing and advantages of the system. He has therefore reprinted in an appendix to this Resolution extracts from an address which he delivered in England last year at the opening of a large central school for the teaching of cooking and manual instruction. In this address Sir Alexander Mackenzie has endeavoured to show clearly the end and object of manual instruction, and he again commends the subject to the attention of the Director and of school managers. The Director's suggestion regarding the opening of a commercial class in Rangoon (for teaching handwriting, arithmetic, commercial correspondence, book-keeping and short-hand) seems a good one. Probably night classes of this kind would be popular, and the Chief Commissioner will be ready to assist in their establishment.

Medical instruction.

9. Three of the Hospital Assistant scholars studying at the Medical College, Madras, failed to pass their first-year examination, and the Principal of that College reports that the Burmese students come very ill-prepared after their year of pre-collegiate course. The selection of candidates for training at Madras rests with the Director of Public Instruction and the Inspector-General of Jails with Civil Medical Administration, and these officers have been desired to be more careful in ascertaining that students are likely to pursue the course to its conclusion.

Education of girls.

10. The education of girls made steady progress during the year. There were 147 schools solely maintained for girls and 1,361 mixed schools to which both boys and girls were admitted. There were 25,352 girls under instruction against 24,355 in the past year. One girl passed the F. A. examination, heading the list of candidates from Burma, four passed the Entrance, 283 were in the Middle, 945 in the Upper Primary, and 5,339 in the Lower Primary stage. The opening of Kindergarten classes for teaching girls should be encouraged.

Education of special classes.

11. There were 440 boys and 924 girls of European descent under tuition in 20 schools reserved for these classes, and the total expenditure on them was Rs. 1,16,481, of which Government contributed Rs. 32,541 ; 805 more attended schools open to all races, 16 pursued their studies in the Rangoon College, and one, it may be mentioned, attended a Middle Vernacular school. There were 502 Karen schools with 16,391 pupils, and 27 Muhammadan schools with 1,137 pupils. The large proportion of girls in Karen schools deserves notice. In indigenous inspected schools there were 5,594 girls and 10,797 boys, while in the corresponding class of Burmese schools there were 57,589 boys and 9,758 girls. The difference is due to the fact that girls are not admitted to monastic schools. The Talaing language

has recently been recognized as an optional second language on the same footing as Pali, the object in view being to systematize the teaching of Talaing and to bring within the influence of the Education Department Talaing monastic schools which are yet unregistered and uninspected. The establishment of a hostel for the sons of Shan Chiefs in connection with the Rangoon Collegiate School is still under consideration. The success of the scheme depends mainly on the question whether the Chiefs are able and willing to pay for their sons' education.

Discipline.

12. The Chief Commissioner regrets to observe that complaints are frequent of the want of manners and the absence of respectful behaviour among the boys taught in the Anglo-Vernacular schools. It is stated that boys are allowed to behave in a way that is not tolerated in Vernacular schools or in Native society. This is a serious matter to which close attention must be paid by inspecting officers of all grades. The importance of maintaining strict discipline must be impressed on the teachers. Impertinence among the scholars shows incompetence in the teacher, and must be treated accordingly.

General remarks.

13. The Director has omitted to notice the effect of the order of 1892 that Burmese should be the medium of instruction up to the VIIth Standard. The next Seventh Standard examination may be expected to provide some test of it. In the course of the year it was proposed to establish an Engineering and a Medical school. The project for the latter has since been abandoned, but the former will soon be started. The reduction in the number of centres for the Entrance examination of the Calcutta University, which happened about the same time as the requirement of an Entrance pass as the initial qualification for admission into the public service, led to a recommendation by the Educational Syndicate for the establishment of a separate University for Burma. After much consideration the Officiating Chief Commissioner decided that the time had not yet come for such an institution, and the Calcutta University soon afterwards restored the old centres and opened a new one in Mandalay. Sir Alexander Mackenzie concurs in the view taken by Mr. Fryer. There must be a considerable development of higher education in Burma before a University of Rangoon can be founded. Mr. Pope was at the head of the Education Department throughout the year, and continued to direct its operations with much energy and success.

By order of the Chief Commissioner,

F. C. GATES,

Secretary.

Extracts from an address delivered on the 24th May 1893 by Sir ALEXANDER MACKENZIE, K.C.S.I., Chief Commissioner of Burma, upon the occasion of the opening of a Central School for Cookery and Manual Instruction.

WHAT is the real meaning, the true aim and object, of the Classes in Manual Instruction which are to be held in these buildings? I should have thought it hardly necessary to enter at any length upon this subject. But I am told that strange misconceptions are abroad regarding it. I shall, therefore, in what I have to say, instead of attempting any novel exposition of my own, lay before you in condensed form a sort of mosaic of authoritative opinion and explanation regarding it. You may, if you please, put the remaining part of my address more or less within inverted commas. Experts will easily recognize the sources. If curiosity or interest should lead others to explore them, I shall be the better pleased.

In the first place, then, I must ask you to dismiss from your minds the notion that Manual Instruction, or, as it is better called, "Hand and Eye Training," is in any sense a branch of what is known as Technical or Trade or Special Education. Technical Instruction may be defined to be instruction in that kind of knowledge which is essential to the successful and practical prosecution of the several branches of trade and industry. Cookery, book-keeping, applied chemistry are all branches of Technical Education properly so called. It may be imparted in Special, Technical or Trade Schools and Classes, where particular trades and the knowledge directly bearing upon each are regularly taught to lads destined to follow those occupations, or in factory or other schools and classes open as sources of supplementary instruction to those who have already begun work at some industry or handicraft. In teaching of this kind the country has made great progress during the last few years. The systems of other countries have been collated, Commissions have reported, funds have been found, and there is scarcely a manufacturing town where the British apprentice and artizan may not, if he choose, improve himself in all that pertains to his proper craft. You have plenty of such instruction in * * and it is quite unnecessary to dilate on its objects and advantages. There is, however, no intention whatever of converting this centre into a Trade School. What is to be taught here will be a perfectly legitimate branch of general education. All that is in contemplation is to improve the line of the general education given to the lads of the fifth and following standards. What then, it may be asked, is the nature and *rationale* of this new departure?

If you go into a Manual Instruction class-room you will see each lad at a bench with an accurate scale-drawing before him of some simple object, which he is endeavouring to reproduce in wood or some other material. The drawing is his own, and until the drawing is accurate in every particular the boy is not allowed to attempt to construct the object represented. Drawing, then, lies at the basis of all Manual Training. Now, drawing is not only the "most potent means for developing the perceptive faculties, teaching "the student to see correctly and to understand what he sees," but it is itself a Manual Training, educating the hand to work under the control of the will. This training is only carried a stage further when the pupil is made to reproduce exactly in wood or iron the preconceived design represented by the drawing. Designing and the working out of the design—drawing and construction—cover the whole of Manual Training.

Why, then, is this new study being introduced in our elementary schools? I said a few minutes ago that the methods and even the principles and ideas of education had been radically changed since the days of my youth. One great feature in this change has been the substitution of the idea of development of faculty for that of mere acquisition of knowledge. It has come to be recognized that Pestalozzi was right in holding that "sense "impression is the true foundation of instruction, and development of all the faculties "of the pupil a higher object than the mere cultivation of words" and application of formulæ. Hence it is that in all rationally taught seminaries the infant nowadays instead of wasting the hours in idiotic reiteration of senseless syllables, like a-b, ab, or b-a, ba, is interested and developed by the common sense training of the Kindergarten. What that system is you all doubtless know. Let me, however, very briefly recall for present reference the following admirable description of its method: "By means of cunningly "devised toys, the Kindergarten system satisfies the innate desire of every child for action; "it gives to each child something to handle and examine and experiment upon; something "which trains the pupil's powers of construction, ingenuity, imagination and inventiveness; "which brings about deftness of manipulation, order, neatness, accuracy, and precision. "The superficial observer sees in a Kindergarten a few squares of paper being handled by "happy babies of 4, 5, or 6 years of age; he sees them marching, singing, playing games, "modelling in clay and sand—that is all. The educator says, 'That is enough,' for he sees "how much the little ones are gaining under the guidance of a skilful teacher. He sees "the essential elements of education at work here. He sees in progress the harmonious "development of the mental, moral, manual, and physical powers; but he recognizes that "this Hand and Eye work, however important in itself, is considered as a means to an end. "The mental training is in fact the principal; the manual, the subsidiary aim."

Now when the child passes out of the infant school there can be no doubt that it has to take up subjects of mental training, such as arithmetic, history, and geography, which must necessarily be of a more abstract character, and be dealt with to a great extent apart from concrete objects. Here arises the danger that the pupil will be trusting to words and words only. Good teaching will of course do much to minimise this danger, but it is ever present, and the fact accounts for the failure of many so-called successful students in the business of life. Thoughtful men interested in a wise pedagogy have therefore urged that methods analogous to those of the Kindergarten system should supplement the ordinary class work of elementary and secondary schools. They have advocated the importance of Manual training as a form of education to be cultivated side by side with the ordinary subjects of the School curriculum. Their position has been thus defined: "The training of the faculties is the primary object of education, and although it "is a mistake to suppose that book-knowledge does little to develop the powers of mind, "it is equally a mistake to suppose that book-knowledge alone will suffice. An ideal edu- "cation is one which multiplies the power of the eye to see, of the ear to hear, of the hand "to execute; which puts a mind well stored with knowledge into active contact with facul- "ties capable of translating it into action. Mind and body are so related that their highest "development can only be effected through that system of training which makes the most "of both." "A system of education," says Professor Huxley, "which does nothing for "the faculties of observation, which trains neither the eye nor the hand, and is compatible "with utter ignorance of the commonest natural truths, may naturally be regarded as "strangely imperfect." "Hand-work," writes another authority, "is the only kind of "instruction in which you can make certain that the learner is not trusting to words, and "words only. It strengthens and tests the invaluable habit of attention. It cultivates the "practical intelligence. It encourages the virtues of diligence, perseverance, love of order, "neatness, dexterity, caution, a love of construction, a respect for the work of men's hands, "and a contempt for wanton destruction." "It is good for the bookish boy, to draw him "from his books. It is good for the non-bookish boy, in showing him there is a possible "something he can do well. It provides an attractive occupation for the boy on leaving "school within the home, which will doubtless in many instances act as a counterpoise to "less refining influences from without." The experience of those countries where this system of Manual Instruction in schools has been carried furthest is that it improves the results of the ordinary teaching in a very remarkable way. The children find in it a relief and stimulus which react directly upon their work in class. Their minds become more active and receptive, and they gain in power and self-reliance.

Obviously, then, in any well co-ordinated system of education, the children on leaving the Kindergarten should be carried through a graduated series of Hand and Eye exercises, all resting on a basis of drawing, *pari passu* with their other studies.

The importance of such training for youths who will most of them have eventually to earn their own bread in the factory or the workshop can hardly be over-estimated. This Centre will not make carpenters or joiners or mechanics of any special kind; but it will turn out bright, intelligent, handy lads, well fitted to learn successfully hereafter the routine of any handicraft in the town. An apprentice trained here will pick up his trade faster, and spoil less material at starting, than a lad who never handles a tool until he joins the shop. He will at the same time have had a brighter and more interesting school life; his nature will have been more harmoniously developed; his intelligence will have been more widely cultivated. He will, in short, throughout life "be more of a man and less of "a machine, and more readily adaptable to any change that may take place in industry and "its application."

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1893-94.

INTRODUCTION.

CHANGES in the standards and in the rules have been few during the year. The schools of the province have had time to get thoroughly used to the Code, and the work during the past year has been sound and good.

Except in University education, the results show a decided advance, not only in a few central schools, but uniformly over the province.

2. The chief feature of the year's work has been the thoroughness of inspection.

The Department has a good staff of Inspectors, whose education and previous training give them a thoroughly intelligent insight into the work and enable them to raise the standard of efficiency all round.

3. The qualifications and the work of some of the Deputy Inspectors of Schools leave, I am sorry to say, much to be desired. We need a better educated class of men; but till some change is made in the position and prospects of these officers, I fear we shall not get the class of men we should have. The prospects in other departments are much better; we are not only losing but fail to secure good men when vacancies occur.

4. Special attention has been paid by the Department to the work of the Normal schools, and the results have justified the care bestowed on them.

The first and second years of all the Normal schools are now examined year by year by papers. For this examination any pupils in schools, Vernacular or Anglo-Vernacular, who wish to qualify under Section VIII, paragraph 135, to become pupil-teachers, may enter. The names of the successful candidates are published in the Gazette. Fuller information on Normal schools will be given in Section VI.

5. The Normal school system in the province is a sound one. One Government Normal school is maintained, and all the rest are worked on the grant-in-aid principle.

The teachers who have passed this year will do much to improve the schools to which they belong, or to which they may be appointed. As fresh supplies of certificated teachers pass out, the standard of teaching will be raised in the schools.

The "Indian Journal of Education" in commenting on our system says:—

"The Normal school system in vogue in Burma should produce a far better supply of trained teachers than anything we have in India. In Burma the normal students first go through a three-years' course in the Normal school, and if they pass they get only a *half* certificate. They then leave the school and do two or three years' work, as the case may be, and, if they teach satisfactorily during this probationary period, then they get a full normal certificate.

* * * * *

"The Burma system should turn out a superior class of teachers."

I have every hope that it will. The results in the Normal schools of the first examination after a full three-years' course under the new rules are decidedly encouraging.

6. Drawing has greatly improved in the schools. Details will be found in Section VI.

7. Drill is systematically carried on in the Government and Municipal schools and in a large number of aided schools. The Inspector of Schools, Western Circle, reports that it is not attended to in the Rangoon Collegiate school.

8. Gymnastics are attended to in certain of the larger schools that can afford the necessary apparatus. In the others it is carried on in a miscellaneous kind of way.

9. Cricket, football, and athletic sports flourish. There is scarcely a school in which these are not popular. But, as I pointed out last year, *masters play in the football and cricket teams*: this is scarcely a fair test of what a school can do. School teams should consist of none but *bonâ fide* pupils of the school.

Moulmein had very successful inter-school sports. I regret to say the inter-school sports in Rangoon did not take place as usual in December last. It ought to be possible for the schools of Rangoon to combine in a candid, friendly way for the purpose, and I am sure the managers will this year come to a healthy understanding and ensure the permanence of our sports. In Bengal and in Madras they flourish. Bombay took a leaf out of our book and last year inaugurated inter-school sports. It will not do for us to let them know we are not able to carry our work through.

10. The Inter-school Rules have been re-cast and come into force from 1st May. The object of the change is to put an end more firmly than ever to the aimless migration of pupils without the knowledge or consent of parents and guardians, to the prejudice of good teaching and sound discipline.

11. This year the first examination for admission to the Forest Training School at Dehra was held. Five out of the six candidates nominated presented themselves and passed, one from the Rangoon Collegiate school, one from St. Paul's High school, one from the Diocesan High school, and two private students.

12. The date for the VII Standard and Teachership examinations was changed from December to March. It is now possible to have all the results from Standards I to IX inclusive out in time to enable managers to make their promotions right through, on the re-opening of the schools after the hot weather holidays.

13. The privilege of granting double promotions in Standards I to IV inclusive has, we have found, been very indiscriminately used by managers. It is clearly stated that only *exceptionally advanced* pupils may thus be promoted after examination. It has been found necessary to fix a uniform percentage of marks to be gained by such pupils before they may be promoted; and in Government and Municipal schools the examination is conducted by the Inspectors of Schools.

Any laxity on the part of aided managers is not only false kindness to the pupils, but an injury to Government and Municipal schools.

14. The system of allowing fixed-grant schools to examine themselves in Standards I to VI has not been found a success. There has not been the necessary strictness and thoroughness of examination, and the easy terms on which promotions were gained has led to great dissatisfaction among Government, and Municipal schools, and those aided schools, which are examined each year by the officers of the Department.

15. The question of having a University for Burma (referred to in paragraph 8 of last year's Report) was discussed. The Government did not see its way to recommending such a step just yet. I trust the step will not be long deferred in the interests of education in the province.

I refer to this again in Section IV, paragraph 49.

16. The "Teachers' Associations" both in Rangoon and in Moulmein have been very successful during the year.

The "Teachers' Institute and Library," Rangoon, that I referred to in paragraph 13 of last year's Report has not only been opened, but has during the year outgrown the accommodation that was at first secured. It is well supported by the Rangoon schools, and is well stocked with such books, papers, periodicals, school-maps, and apparatus as are of use to managers.

I take this opportunity of thanking the Rev. Mr. Gilmore, the Honorary Secretary, and all those ladies and gentlemen who have helped to make the Institute such a success.

The Moulmein Association has a good library in formation. It is especially indebted to Mr. Wilkins, the Principal of the Government High and Normal School, for his disinterested efforts on its behalf. Amongst other things he gave

two lectures a week on the subjects for the Teachers' Test examination to such teachers as chose to attend.

The admirable success of Moulmein in these examinations is very largely due to him.

17. I regret to say I have had many complaints from European and Burman gentlemen of the want of manners and the absence of nice, respectful, gentlemanly behaviour in the boys taught in the Anglo-Vernacular schools.

I have had to call the attention of the Managers, Principals, and Headmasters to this. I fear that in many cases the masters do not pay sufficient individual attention to these points in their classes.

Boys are allowed to do what in Vernacular schools and in native society they would not dare to do.

The Educational Officers have had to deal rather sharply in some cases, where the rules laid down on pages 93, 96, and 118 have been neglected.

But something more than mere rules is necessary. It is a question for the masters themselves to deal with, both by precept and by example.

18. Vernacular education shows a decided advance. Every care has been taken that the primary stage of instruction shall not be sacrificed for the sake of keeping up small middle departments. The numbers and the passes show advance.

The passes by the VII Standard are not many, and are very largely those of normal students, teachers, managers, and private students. The schools that have passed pupils are few. No Urdu candidates have passed.

The maintenance of a school teaching from Standards I to VII is beyond the ordinary Vernacular School-manager. He cannot afford the staff, even though he is assisted by the Government with the cost of a Certificated Assistant Teacher and pupil-teachers. The money he earns from fees is too small. Moreover, pupils leave Vernacular schools as a rule after they have passed Standard IV in order to join an Anglo-Vernacular school. At present a Vernacular VII Standard pass leads to very little: *if it were made a compulsory qualification for appointments in Myoôks' and Subdivisional Courts and for all appointments of a purely Vernacular nature, I think more attention would be paid to the study of Burmese.*

19. In accordance with the instructions laid down by the Chief Commissioner in paragraph 9 of his Resolution on last year's report, I give here a brief statement of the educational work of the Township Officers.

As a rule we get little or no help from these officers. Those who have taken an interest in education and done what they could for forwarding it, have been mentioned by me in Section V. Many of them are very busy men and seem to have no time; others are of a haughty type and consider education and Deputy Inspectors beneath their notice.

Perhaps it is not enough to say, in a general way, that Township Officers are to promote education. Some definite instructions to them, defining their duties and their relationship to Deputy Inspectors, would be of use.

The Deputy Inspectors one and all have done their best to win the co-operation of these officers. But in a very large number of cases it has ended in fruitless attendance, leading to a waste of time and to personal annoyance. The Deputy Inspectors have felt it, especially the older men.

20. I shall elsewhere give the results of the examinations under Section VIII, paragraph 133 (2) of the Code; they were very bad. The teachers in the Rangoon Collegiate school, the Government High School, Moulmein, and in the Municipal schools generally failed when they should have passed.

These rules were issued by the Government in November 1890. The teachers were required to pass in 1893, were repeatedly warned, and were given a further extension to March 1894. There has simply been a systematic ignoring of the orders. Under the system of dual control that exists there has been, I regret to have to point out, a great tendency on the part of teachers to ignore orders, and to trust to this system of control, or to some agitation got up later on for screening offenders or for getting rid of orders. Strict and ready compliance is set aside. This is peculiarly unsettling and bad for the progress of education and for discipline. What is wanted is a more loyal attitude on the part of those in charge of schools in carrying out orders promptly and in seeing that their

subordinates obey. Had this been done in 1890, when these rules were issued, we should not now have had this wholesale failure. No attention was paid to orders or to the repeated warnings, and now teachers are encouraged to pose as martyrs and to agitate.

The attitude of the aided schools, on the contrary, has been admirable. They have seen the orders carried out, and have set a very good example.

21. The following table is interesting as showing how Burma stood in relation to India in April 1891-92:—

Presidency or province.	Government Institutions.		Aided Institutions.		Unaided Institutions.		Total of institutions.	Total of students.
	Number of institutions.	Number of students.	Number of institutions.	Number of students.	Number of institutions.	Number of students.		
Bengal ...	517	37,284	43,455	1,130,614	23,852	364,067	67,824	1,531,965
Assam ...	1,340	37,857	972	33,392	488	12,389	2,800	83,638
Punjab ...	2,067	128,824	244	18,775	7,097	112,628	9,408	260,227
North-West Provinces and Oudh.	4,595	185,316	427	28,947	5,840	68,307	10,862	282,570
Central Provinces ...	1,204	82,528	620	28,665	164	6,290	1,988	117,483
Madras ...	3,472	150,235	10,359	347,520	9,373	196,230	23,204	693,985
Burma ...	47	3,534	1,695	63,801	10,265	128,693	12,007	196,028
Bombay ...	7,215	453,909	2,147	101,864	2,910	78,665	12,272	634,438

SECTION I.

General and Statistical Summary.

22. For the first time the annual report has the figures for Upper and Lower Burma taken together.

23. The following statement gives the statistics regarding the educational institutions of Lower and Upper Burma for the two years 1892-93 and 1893-94:—

Name of institution.	1892-93.		1893-94.		1893-94.	Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.	
Public Institutions—						
University Colleges	1	46	1	76	76	
High English schools	12	3,894	11	4,043	368	
Middle English schools	48	4,405	50	4,751	95	
Middle Vernacular schools	20	1,699	103	6,805	66	
Primary	4,439	115,969	4,493	116,921	26	
Special	31	1,258	32	812	25	
Female	121	5,096	140	5,526	39	
Total Public Institutions ...	4,672	132,367	4,830	138,934	29	
Private Institutions—						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Arabic or Persian	...	..	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	9,404	91,405	9,699	94,535	10	
Other schools not conforming to Departmental standards, for religious instruction only.	295	4,206	294	4,081	14	
Total Private Institutions ...	9,699	95,611	9,993	98,616	10	
Grand Total ...	14,371	227,978	14,823	237,550	16	

24. Under High English schools there is a decrease of one, owing to the S. P. G. Royal school, Mandalay, having been reduced to the Middle grade. The pupils have increased by 149. There is an increase of two in the Middle English schools. The Cantonment Tamil school, Rangoon, was reduced to the Primary grade, and the Burma Boarding school at Insein was closed. Against

this four schools were raised to Middle standard,—the Mizpah Hall school, Moulmein, A. B. M. school, Zigôn, St. Mark's, Akyab, and St. Mary's, Thayetmyo.

25. Primary schools show an increase of 54 schools and 952 pupils. This is a very satisfactory result and is due entirely to more thorough inspection by the Deputy Inspectors of Schools and to better supervision of them by the Inspectors of Schools.

Every year there should be a steady increase in this direction, if the Inspecting officers do their duty and are helped by Township Officers.

26. Special schools have increased by one, but pupils show a decrease of 446. This, however, is not really the case. In the figures of attendance for last year 420 pupils were shown who formed part of the general branches of High and Middle schools, and, as they were included in the statistics of attendance of these schools, they should not have again been classified under special schools. Omitting then these 420 pupils, the actual figures for last year and this should be 838 and 812 respectively, the real decrease during the year of report being 26 pupils, due chiefly to fluctuations in the attendance. A new Survey school opened at Thayetmyo during the year accounts for the increase of one school.

27. Female schools show an increase of 19 schools and 430 pupils.

28. In both Upper and Lower Burma Middle Vernacular Schools show an increase. This year all schools teaching above Standard IV have been classed as Middle, even though they had not reached Standard VII. This classification takes away a good number of schools hitherto classed as Primary.

29. Private institutions, *i.e.*, those unable to fulfil the very easy conditions of recognition and in which very little beyond elementary reading and writing are taught, are still very numerous ; but the average number of pupils attending them is small. As a rule these institutions are monastic, and very few of the monks know anything about arithmetic, one of the subjects compulsory for the pass necessary to secure a money grant. Some monks may know arithmetic, but for religious reasons object to teach it. Though they may be able to teach their pupils fairly well in Burmese, their efforts receive no official recognition. It might perhaps further elementary education to examine the pupils of such schools in Burmese alone and to pay one-third of the full grant for each pupil who passes. Such pupils, however, would not be considered to have *passed* any educational standard and the grant paid would be for Burmese alone. Such recognition might have the effect of stimulating the teaching of the vernacular in places where there is little prospect of either arithmetic or geography being introduced.

30. Schools for religious instruction and not conforming to the departmental standards have decreased by one and pupils by 125.

31. The following shows the classification of schools according to their management :—

Name of institution.	1892-93.		1893-94.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
UNDER PUBLIC MANAGEMENT—					
Maintained by the Department	32	2,307	32	1,851	
Maintained by Municipal and Local Boards ...	19	2,058	18	2,055	
UNDER PRIVATE MANAGEMENT—					
Aided by Grant-in-aid Rules of 1890 ...	76	7,501	82	8,028	
Aided under the Rules for Indigenous schools ...	1,619	60,200	1,681	63,596	
Unaided	2,926	60,301	3,017	63,404	
Total ...	4,672	132,367	4,830	138,934	
Private Institutions of Indigenous instruction ...	9,699	95,611	9,993	98,616	
GRAND TOTAL ...	14,371	227,978	14,823	237,550	

32. (*a*) *In Lower Burma* the Akyab Normal school was transferred to Moulmein and amalgamated with the Normal school there.

The Baptist College Kindergarten and Normal schools and the Survey schools, Thayetmyo, were added to the list. The Survey school at Sandoway was closed after the October examination and amalgamated with the school at Kyaukpyu.

(*b*) Schools carried on by Municipal Boards show an apparant decrease of one. This is because the school at Sagaing, which was wrongly classified last year as a Municipal one, is this year placed under the head of Aided schools.

(*c*) Schools privately managed, but registered under the Grant-in-aid Rules, have increased by six and pupils by 527 thus:—

Closed—

The Burma Boarding school, Insein.
The Methodist Episcopal Tamil and Telegu school, Rangoon.
The Anglo-Vernacular school, Daingwônkwin.
The R. C. M. school, Nabet, Sagaing.

Opened—

A. B. M. Tamil and Telegu School, College Street, Rangoon.
Anglo-Vernacular school, Tuntè.
S. P. G. school, Kyaiklat.
A. B. M. school, Danubyu.
A. B. M. Chin school, Thayetmyo.
St. Mary's school, Thayetmyo.
Baptist College, Primary department, Rangoon.
Upper Burma Anglo-Vernacular school, Mandalay.
English Church school, Mandalay.
European Wesleyan Mission school, Mônywa.

(*d*) Vernacular schools aided under the rules for Indigenous schools have increased by 102 and their attendance by 3,764 in Lower Burma. In Upper Burma they have decreased by 40 and the attendance by 368.

(*e*) Unaided schools have increased by 74 and their pupils by 3,244 in Lower Burma. *In Upper Burma* there are 17 more schools, but 141 pupils less.

(*f*) Private institutions (not recognized as schools) show a decrease of 31 with 1,031 pupils in Lower Burma. The above figures for indigenous institutions indicate improvement in the schools and closer supervision on the part of the Deputy Inspectors.

In Upper Burma these institutions have increased by 325 and their pupils by 4,036. The cause of this is explained in Section V.

For the year *in Lower Burma* 6,562 indigenous schools with 133,202 pupils are referred to in the foregoing table against 6,417 schools and 127,225 pupils in 1892-93. *In Upper Burma* 8,129 Indigenous schools with 92,414 pupils against 7,827 schools and 88,887 pupils.

33. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in:—

Standard of education.	Number of schools.	Number of pupils.	High stages.			Middle stages.			Upper primary stages.			Lower primary stages.						Total		
												Reading books.			*Not reading books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English ...	17	4,887	229	29	258	1,400	189	1,589	1,204	239	1,443	1,311	286	1,597	...	...	..	4,144	743	4,887
Middle English	56	5,121	...	...	...	936	87	1,023	1,507	189	1,696	2,013	389	2,402	...	...	...	4,456	665	5,121
Middle Vernacular.	110	7,354	...	...	...	462	140	602	1,333	298	1,631	3,811	1,310	5,121	...	..	..	5,606	1,748	7,354
Primary ...	4,614	120,684	...	...	...	2	3	5	2,926	729	3,655	98,574	18,450	117,024	..	..	..	101,502	19,182	120,684
Total ...	4,797	138,046	229	29	258	2,800	419	3,219	6,970	1,455	8,425	105,709	20,435	126,144	..	..	..	115,708	22,338	138,046

34. The following statement summarises the foregoing figures and gives those of the previous year for comparison, the number being taken on 31st March:—

Stage.	Number of pupils.		Increase.	Decrease.
	1892-93.	1893-94.		
High	306	258	...	48
Middle	3,161	3,219	58	...
Upper Primary	7,832	8,425	593	407
Lower Primary reading printed books ...	119,764	126,144	6,380	...
Total ...	131,063	138,046	6,983	...

35. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district in the province:—

Division.	District.	In Public Institutions.										In Private Institutions.						Grand total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
Arakan	Akyab	...	...	491	732	2,388	2,891	47	15	2,926	3,638	...	..	5,529	5,383	5,529	5,383	8,455	9,021
	Kyaukpyu	...	...	109	105	212	60	13	12	334	177	...	...	1,837	1,924	1,837	1,924	2,171	2,101
	Sandoway	...	...	79	231	538	580	7	...	624	811	...	...	624	641	624	641	1,248	1,452
	Arakan Hill Tracts	...	...	...	...	6	...	...	...	6	...	...	...	...	10	...	10	6	10
Pegu	Rangoon	...	...	4,092	4,895	4,997	4,291	219	236	9,354	9,498	...	...	2,099	1,790	2,099	1,790	11,453	11,288
	Hanthawaddy	...	...	32	372	6,295	6,445	82	22	6,409	6,839	...	...	3,065	1,392	3,065	1,392	9,474	8,231
	Pegu	...	...	153	464	9,433	9,680	21	11	9,607	10,155	...	...	1,986	2,913	1,986	2,913	11,593	13,068
	Tharrawaddy	...	...	124	464	5,063	4,713	29	19	5,216	5,196	...	...	1,366	953	1,366	953	6,582	6,149
	Prome	...	...	483	539	7,720	7,719	24	18	8,227	8,276	...	...	1,891	1,693	1,891	1,693	10,118	9,969
Irrawaddy	Thôngwa	...	...	300	796	10,462	12,161	30	20	10,792	12,977	...	...	1,646	2,617	1,646	2,617	12,438	15,594
	Bassein	...	...	710	1,132	7,785	7,821	458	68	8,953	9,021	...	...	2,005	2,043	2,005	2,043	10,958	11,064
	Henzada	...	...	396	716	5,419	5,462	24	13	5,839	6,191	...	...	5,007	5,853	5,007	5,853	10,846	12,044
	Thayetmyo	...	...	176	562	2,527	3,062	...	13	2,703	3,637	...	...	3,641	2,880	3,641	2,880	6,344	6,517
Tenasserim	Moulmein	...	...	1,467	2,056	1,675	2,123	161	170	3,303	4,349	...	...	1,606	291	1,606	291	4,909	4,640
	Amherst	...	...	72	445	3,521	3,879	...	...	3,593	4,324	...	...	5,169	5,281	5,169	5,281	8,762	9,605
	Shwegyin	...	...	131	412	3,675	4,311	...	...	3,806	4,723	...	...	4,364	4,111	4,364	4,111	8,170	8,834
	Toungoo	...	...	851	1,140	3,383	2,123	28	32	4,262	3,295	...	...	2,543	4,132	2,543	4,132	6,805	7,427
	Tavoy	...	...	130	296	1,330	908	...	...	1,460	1,204	...	...	3,512	3,142	3,512	3,142	4,972	4,346
	Mergui	...	...	107	127	769	918	...	...	876	1,045	...	...	1,676	1,468	1,676	1,468	2,552	2,513
	Salween	...	...	...	...	46	23	...	...	46	23	...	...	118	136	118	136	164	159
	Total Lower Burma	...	46	76	9,903	15,484	77,244	79,170	1,143	649	88,336	95,379	...	...	49,684	48,653	49,684	48,653	138,020	144,032
Northern	Mandalay	...	...	..	.	822	973	6,137	6,513	23	51	6,982	7,537	...	...	8,365	9,462	8,365	9,462	15,347	16,999
	Bhamo	...	...	...	...	38	33	701	348	...	...	739	381	...	...	288	23	288	23	1,027	404
	Katha	...	...	...	...	...	...	726	180	...	...	726	180	...	...	494	7	494	7	1,220	187
	Ruby Mines	...	...	...	...	...	...	305	133	...	...	305	133	...	...	58	1	58	1	363	134
	Shwebo	...	...	...	...	60	72	1,212	1,438	...	...	1,272	1,510	...	...	1,458	1,572	1,458	1,572	2,730	3,082
Central	Ye-u	...	...	...	...	35	37	1,414	533	...	...	1,449	570	...	...	1,672	2,362	1,672	2,362	3,121	2,932
	Sagaing	...	...	...	...	101	272	4,742	887	18	25	4,861	1,184	...	...	7,569	5,957	7,569	5,957	12,430	7,141
	Lower Chindwin	...	...	...	...	...	133	3,021	3,205	...	...	3,021	3,338	...	...	1,920	3,692	1,920	3,692	4,941	7,030
	Upper Chindwin	...	...	...	...	...	...	1,573	1,581	...	...	1,573	1,581	...	...	1,068	1,042	1,068	1,042	2,041	2,623
Southern	Pakôkku	...	...	...	...	60	59	2,874	2,985	...	..	2,934	3,044	...	...	1,820	2,621	1,820	2,621	4,754	5,665
	Minbu	...	...	...	...	...	...	3,339	3,990	27	43	3,366	4,033	...	...	1,970	3,094	1,970	3,094	5,336	7,127
	Magwe	...	...	...	...	...	...	1,951	2,682	...	...	1,951	2,682	...	...	4,645	6,130	4,645	6,130	6,596	8,812
Eastern	Myingyan	...	...	...	...	...	22	4,949	3,436	...	...	4,949	3,458	...	...	5,692	5,482	5,692	5,482	10,641	8,940
	Kyaukse	...	...	...	...	91	50	726	744	26	21	843	815	...	...	2,885	2,481	2,885	2,481	3,728	3,296
	Meiktila	...	...	...	...	...	80	2,498	2,530	...	...	2,498	2,610	...	...	4,794	4,839	4,794	4,839	7,292	7,449
	Yamèthin	...	...	...	...	168	147	6,373	10,329	21	23	6,562	10,499	...	...	1,229	1,198	1,229	1,198	7,791	11,697
	Total Upper Burma	...	...	...	1,375	1,878	42,541	41,514	115	163	44,031	43,555	...	...	45,927	49,963	45,927	49,963	89,958	93,518
	Grand Total for the Province	...	46	76	11,278	17,362	119,785	120,684	1,258	812	132,367	138,934	..	...	95,611	98,616	95,611	98,616	227,978	237,550

36. The following table gives a comparative table of the expenditure of the last two years :—

Head of expenditure.	1892-93.		1893-94.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	41,912	44,927	43,590	47,950
Secondary	1,35,899	3,71,692	1,50,072	4,10,388
Primary	1,87,932	2,06,825	1,63,599	1,83,376
Female	39,935	1,06,685	42,848	1,09,311
Special	47,588	80,159	55,991	72,308
Scholarship	17,854	17,854	18,962	18,962
Buildings	40,560	63,228	52,000	99,677
Furniture and apparatus	5,026	10,200	3,529	10,236
Miscellaneous	61,132	65,047	58,661	60,448
Superintendence	1,50,500	1,50,500	1,63,649	1,63,649
Total ...	7,28,338	11,17,117	7,52,901	11,76,305

Under Net Government expenditure there is an increase of Rs. 24,563 against a decrease of Rs. 5,021 last year. The following details explain this :—

(*a*) The Educational Syndicate expenditure for Collegiate instruction shows an increase of Rs. 1,678, entirely due, as last year, to increments of salary earned by the Collegiate staff.

(*b*) Under Secondary Education there is an increase of Rs. 14,173, while under Primary there is a decrease of Rs. 24,333. The increase under Secondary is due to the fixed grant to the Rangoon Diocesan schools having been increased and to more grants having been earned by and paid to schools of this grade ; it having been found possible and necessary, from the experience of the previous year, when, on account of insufficiency in the budget allotments, the grants had to be cut down to fully provide for the grants payable during the year under report. The advancement of certain private schools to this grade during the year has also contributed to the increase. The Rangoon Collegiate school (*i.e.*, the High, Middle, and Primary departments) cost Rs. 47,950 against Rs. 44,927 last year.

The large decrease of Rs. 24,333 under Primary is due to smaller grants having been earned in Upper Burma in Indigenous schools, the decrease under this head alone being Rs. 6,917, the grants earned and paid on this account last year and this being Rs. 20,741 and Rs. 13,824 respectively. Upper Burma has also contributed a decrease of Rs. 1,244 under Salary grants, it having been found necessary to reduce the expenditure under this head to bring it within the sanctioned budget allotment for the year. In Lower Burma the cost of Salary-grants during the year was reduced by Rs. 4,405, chiefly caused by the expiry of certain temporary salary-grants which originally were awarded for a term of three years ; to the reduction of certain of these to half-salary grants ; and to the entire withdrawal of some of the regular salary grants permanently attached to certain schools. Various other causes, such as the advancement of certain Primary schools to the Secondary grade, the removal of some from the registers, and the proportionate reduction of the grants in certain districts in which the budget allotments were found insufficient to pay the full amounts earned, have contributed towards the decrease shown under Primary.

(*c*) The increase of Rs. 2,913 under Female Education is mainly due to the additional cost for stipends in the Normal schools for second and third years' pupils. Under "Special" the large increase of Rs. 8,403 is accounted for by Government having to meet the cost of Mr. Simeon's pay and pension contribution, also his exchange compensation allowance, while his services are lent to St. Peter's Technical Institute, Bassein.

(*d*) There is a slight increase of Rs. 1,108 under "Scholarships," mainly due to the opening of a new Survey school in Meiktila, Upper Burma.

(*e*) The expenditure on buildings shows an increase of Rs. 11,440. The following schools received grants during the year, and in each case an equivalent sum, in some instances more, was contributed from private sources :—

	Rs.
Methodist Girls' School, Rangoon	4,000
Lutheran Mission School, Rangoon	2,500
St. Gabriel's School, Rangoon	3,000
Cantonment School, Moulmein	1,500
Anglo-Vernacular School, Ma-ubin	950
A. B. M. Pwo Karen School, Ma-ubin	2,500
A. B. M. Burmese School, Henzada	5,000
R. C. M School, Gyobingauk	2,500
A. B. M. Girls' School, Kemmendine	400
A. B. M. Morton Lane Girls' School, Moulmein	1,000
European Wesleyan Mission School, Mônywa	750
Total ...	24,100

There is a falling off of Rs. 1,497 in the expenditure on furniture and apparatus, which calls for no special remarks.

Rupees 3,484 and Rs. 3,546 respectively were expended from Provincial funds on the extension of the Normal School, Moulmein, and annual repairs to Government College, Rangoon. Further sums of Rs. 1,372 and Rs. 926 were similarly expended towards alteration and addition to the Rangoon College and annual repairs to the Government Normal School respectively. There is a reduction of Rs. 2,471 in the expenditure on "Miscellaneous" which calls for no special remarks. The expenditure under "Superintendence" has increased by Rs. 13,149 and is largely due to the appointment of a new Inspector for the Western circle. Increments earned during the year, expenditure on account of exchange compensation allowance, and Mr. Wells' leave allowances have also gone towards the increase.

(*f*) The fee receipts under all classes of institutions again show a satisfactory increase of Rs. 23,667 for both Lower and Upper Burma over the receipts of last year, Government and Municipal schools contributing Rs. 6,867 and Aided Schools of all classes the remainder (Rs. 16,800).

SECTION II.

CONTROLLING AGENCIES.

37. Mr. Goss and Mr. Wedderspoon have respectively had charge of the Eastern and Central circles during the year.

The Western circle was temporarily under Mr. Bird until the 5th August 1893, when it was taken over by Mr. A. E. Potter, a Graduate in Arts and Science of Cambridge, who was appointed by the Secretary of State for India. Mr. A. J. Wells, M.A., Inspector of Schools, Upper Burma, went on sick leave for one year on 29th June and Mr. Bird was appointed to officiate.

38. The following statement shows how these officers distributed their time :—

Name.	Total days in charge.	Days in charge.				Days spent at headquarters on general duty.	Days spent at headquarters on inspection.	Days spent on tour of inspection.	Number of inspections made.
		Eastern circle.	Central circle.	Western circle.	Upper Burma circle.				
Mr. Goss*	339	339	...	...	...	130	23	186	294
Mr. Wedderspoon ...	365	...	365	...	...	82	20	263	244
Mr. Potter	239	...	...	239	...	86	47	106	181
Mr. Bird (Lower Burma) ...	127	...	...	127	...	35	...	92	89
Mr. Wells	89	...	...	...	89	89	...	...	...
Mr. Bird (Upper Burma) ...	238	...	...	...	238	70	34	134	110

* Mr. Goss was on privilege leave for 26 days.

39. The circles of inspection remained the same as before.

The subordinate inspection circles were not changed, except that the Toungoo district was made a sub-circle so far as regards its Burmese schools, while Tavoy and Mergui districts together became a sub-circle for the Karen part of the work.

40. In the subordinate staff there were the following changes :—

(*a*) In the Eastern Circle Maung Tun San U replaced Maung Paw Din in the charge of the Amherst district. He has shown considerable aptitude for his work and has done good work.

In Mergui Sub-Deputy Inspector Maung Po Gywè was transferred to the Toungoo sub-circle and his place taken by Maung Auk Chin, a Certificated Assistant Teacher, who should have done well. He was, however, almost immediately taken ill and died. His place has been well filled by Maung Kyaw Yan, also a Certificated Assistant Teacher of good qualifications, who is doing good service. He has passed the new Secondary Grade Teachers' Test.

The Tavoy-Mergui Karen sub-circle has been placed under the care of Maung Po Ni, who is very energetic and promises to prove a useful officer in a very backward locality.

(*b*) In the Central circle Maung Maung was appointed on probation Deputy Inspector of Schools, Thayetmyo, and showed considerable energy in the discharge of his duties. He will make a good officer.

Maung San Yè was transferred from Rangoon town to Pegu district and his place was taken by Maung Shwe Hmôn, an officer of long experience from the Hanthawaddy district.

Maung Shwe Zan Aung, B.A., was placed in charge of Hanthawaddy.

Maung Po Maung, Deputy Inspector of Schools, Prome, was for two months in charge of Tharrawaddy district in addition to his own duties. He discharged the work of both districts satisfactorily.

Maung Taw Pru was transferred from Magwe to Minbu and Pakôkku and Maung Tun from Minbu to Magwe. Maung Tun has shown himself utterly unable to do the work in Upper Burma, to which he was appointed on promotion. The officers in this circle have as a rule done their work well.

(*c*) In the Western circle Maung Gneo, B.A., has been officiating as Deputy Inspector of Schools in Kyaukpyu district since the 10th May, Maung Mè Gri having taken 18 months' furlough. He has worked energetically.

Ain-ud-din, Deputy Inspector of Schools, Akyab, must spend more time in the district and his inspections must be more thorough.

Maung Po Nwè, Deputy Inspector of Schools, Bassein, must keep pace with the times and be more energetic. He is getting beyond work and seems unable to keep his district in hand. His work has been very bad.

Maung Tun Hla (1), Deputy Inspector of Schools, Henzada, has done very well.

Maung Than, Sub-Inspector of Schools, Sandoway, has been warned that, unless his work is more satisfactory, his services will be dispensed with.

(*d*) In the Upper Burma circle the largest record is that of Maung Po Kyin of the Meiktila district, who spent 236 days on tour and visited during the year 1,147 schools. I fear thoroughness of inspection must have been somewhat sacrificed.

Maung Po San spent too many days at headquarters, but he has his sub-circle well in hand.

Maung Tôk Kyi of Shwebo has worked well and explored the whole of his charge.

Maung Môn has spent the full number of days in the district and his work has been thorough.

The Upper Chindwin district needs more inspection.

41. The following table shows the work of the several Deputy and Sub-Inspectors:—

Name.	Circle.	Days in charge.	Days spent		Days on Inspection		Visits made.		
			At head-quarters.	In district.	At head-quarters.	In district.	At head-quarters.	In district.	Total.
Deputy Inspectors of Schools.									
Maung San Ye ...	Rangoon Town ...	40	40	...	23	...	40	...	40
Maung Shwe Hmon	ditto ...	325	325	...	289	...	410	...	410
Maung Waik ...	Moulmein Town ...	365	365	...	230	...	428	...	428
Maung Paw Din ...	Amherst district ...	7	7	...	...	...	...	...	...
Maung Myat Tun ...	ditto ...	81	52	29	22	10	...	28	28
Maung Waik ...	ditto ...	54	54	...	...	...	...	...	...
Maung Tun Zan U	ditto ...	223	65	158	6	131	4	387	391
Maung Nyaw Kyai	Tenasserim division. (Privilege leave 53 days)	271	60	211	3	147	...	216	216
Maung Po Ni ...	Tenasserim division ...	41	...	...	...	...	...	...	...
Maung Tun On ...	Tavoy and Mergui. (Privilege leave one month.)	334	166	168	57	102	105	241	346
Maung Bwa ...	Yamèthin. (Privilege leave 30 days.)	335	120	215	12	196	25	716	741
Maung Pa Ha ...	Toungoo	365	164	201	69	167	68	315	383
Maung Tu ...	Shwegyin	365	146	219	38	166	61	371	432
Maung Shwe Zan Aung.	Pegu	45	22	23	7	19	11	74	85
Maung San Ye ...	do	229	70	159	29	141	53	407	460
Maung So Pe ...	do	91	11	80	5	73	3	255	258
Maung Shwe Hmôn	Hanthawaddy ...	48	37	11	...	11	...	29	29
Maung Shwe Zan Aung.	ditto ...	317	140	177	11	149	11	517	528
Maung Lu ...	Pegu Division ...	365	69	296	11	228	5	277	382
Yusuf Khandia ...	Thayetmyo	62	41	21	17	15	45	60	105
Maung Tun ...	ditto	49	7	4	2	1	...	...	...
Maung Maung ...	ditto	254	101	153	18	145	50	241	291
Maung Pru ...	Tharrawaddy ...	317	94	223	...	176	...	304	304
Maung Po Maung*	ditto ...	48	3	20	1	18	1	64	65
Maung Po Maung*	Prome	365	153	189	72	169	181	765	946
Maung Po Nwe ...	Bassein	365	169	196	52	159	65	407	472
Maung Shwe Ni ...	do	365	76	289	12	221	...	314	314
Maung Pa ...	Thôngwa, Henzada, and Thayetmyo.	365	92	273	6	247	2	334	336
Maung Tun La (2)	Thôngwa. (Privilege leave one month.)	337	131	206	28	192	26	731	757
Maung Tun La (1) ...	Henzada	365	141	224	85	181	232	752	984
Ain-ud-din ...	Akyab	365	218	147	25	117	45	499	544
Maung Me Gri ...	Kyaukpyu and Sandoway.	39	33	6	2	...	3	...	3
Maung Gneo ...	ditto ...	326	132	194	3	144	15	263	278
Maung Tha Do Kaing.	Mandalay Town ..	365	365	...	213	...	910	...	910
Maung Môn ...	Mandalay district ...	365	148	207	148	207	...	926	926
Maung Po San ...	Bhamo, Katha, and Ruby Mines.	76	58	18	58	18	2	3	5
Usuf Khandia ...	ditto ...	289	97	192	97	192	97	48	145
Maung Gyi ...	Sagaing	30	30	...	30	...	6	...	6
Maung Po San ...	do	272	139	133	110	133	127	408	553
Maung Po Win ...	Chindwin	122	43	79	43	18	5	100	105
Maung Myat Tun ...	Chindwin	243	107	136	107	136	41	482	523
Maung Tôk Gyi ...	Shwebo	365	100	265	100	265	71	855	926
Maung Tun Zan U	Myingyan	132	76	56	76	56	88	394	482
Maung Po Win ...	do	233	97	136	97	136	105	773	878
Maung Po Kyin† ...	Meiktila and Kyauksè ...	333	97	236	97	236	47	1,103	1,147
Maung Tun ...	Pakôkku and Minbu ...	73	45	28	45	28	29	122	151
Maung Taw Pru ...	ditto ...	292	84	208	84	208	24	461	481
Maung Taw Pru ...	Magwe	70	39	31	39	31	50	166	216
Maung Tun ...	do	295	106	189	106	189	52	800	852
Sub-Deputy Inspectors of Schools									
Maung Po Gywe ...	Mergui	28	14	14	2	11	2	20	22
Maung Auk Chin ...	do	33	33	...	4	...	6	...	6
Maung Kyaw Yan...	do	272	123	149	42	90	81	149	230
Maung Po Gywe ...	Toungoo	320	121	199	66	179	114	490	604
Maung Po Ni ...	Tavoy and Mergui ...	325	81	244	5	46	2	50	52
Maung Than ...	Sandoway	365	154	203	27	152	28	228	256

* Twenty-five days in Prome and 23 days in Tharrawaddy. | † Thirty-two days on privilege leave.

42. The work done during the year by the Inspectors of Schools has been good. They have done their best to inspect their circles, to keep the officers under them up to the work, to co-operate fully with the district officers, and in every way to raise the standard of education in every grade. Karen schools in the district need more inspection by the inspectors of schools, especially in the eastern circle.

I am sorry to have to point out that the annual reports both from Upper and Lower Burma were submitted very late, and left much to be desired both as to accuracy and information.

SECTION III.

UNIVERSITY EDUCATION.

43. The Rangoon College is still the only one in the province.

The Baptist Mission College applied in June 1893 to be affiliated to the Calcutta University to the F. A. standard. It begins work as a second grade college from the opening of the session this year.

44. The average number on the rolls and the average attendance in the college during the past two years is as follows :—

AVERAGE NUMBER ON ROLL.		AVERAGE DAILY ATTENDANCE.	
1892-93.	1893-94.	1892-93.	1893-94.
53	80	48	68

There have been 76 students during the year—15 in the B. A. and 61 in the F. A. classes. This large increase over previous years is due chiefly to the success of the Collegiate school in the Entrance examination of 1893.

45. The law class has been conducted by Mr. Chan Toon. The average number on the rolls monthly during the year has been 13, with an average daily attendance of 13. Arrangements have been made so that students may study in these classes for the B. L. examination of the Calcutta University.

On the 1st April 1893 there were 38 students in the law classes, and during the year 45 were admitted, and on the 31st March 1894 there were 17 on the roll, 66 having discontinued principally on account of the Advocate's examinations held in February 1894 and the intervention of the long vacation which was fixed at this period to suit the examinations. The classes are re-filling, and the number on the roll at the end of last month (April) being 29, the maximum will probably not be so large as in 1893-94 owing to the compulsory qualification in the Burmese language which will deter many from studying law.

The nationality of the students comprises most of the races met with in Rangoon, but the Burmese element is not as prominent as might be desired.

The law school is composed of two classes. The lectures delivered to the senior class are based on subjects and text-books prescribed for the first grade Advocates' examination, and since the re-opening of the class in March last special attention has been paid to the requirements of the B. L. examination of the Calcutta University, and with this object an extra lecture a week has been added to deal with Hindu and Mahomedan laws; lectures on Hindu law have already commenced. The lectures for the junior class are confined purely to the prescribed subjects of the second grade Advocates' examination.

At present the attendance of a certain number of lectures is an alternative qualification for admission to the Advocate's examinations. This, the law lecturer thinks, should be made compulsory as in the B. L. of the Calcutta University, and no student should be admitted to the examination until he has passed a satisfactory test examination to be held annually. Such a rule would have the beneficial effect of inducing students to study law as the test would be on the work of the year and would tend to raise the *status* of the law department and lead to the desirable end of forming a regular law school. The sole object at present is to pass the examinations any how by vigorous cramming.

46. The college presented nine candidates for the B. A. against three last year ; none passed.

For the F. A. 26 were presented against 23 last year and nine passed, three in the second and six in the third division, Rose Darlington heading the list. Only three Burmans have passed.

47. Up to the present time no students have been prepared for Honours in the B. A. examination. I have all along advocated a separation between the College proper and the Collegiate school, and I urge it again. Arrangements might then be made for the college to work up to the full extent, F. A., B. A. Honours, and, if possible, M. A. This will give ample work and responsibility to the Principal.

SECTION IV.

SECONDARY EDUCATION—UPPER AND LOWER STANDARDS V to IX (INCLUSIVE).

A.—UPPER SECONDARY.

48. The results of the Entrance examination for the year are not as good as those of last year. Last year 111 went up and 68 passed. This year 123 went up and 43 passed.

As I pointed out, last year was an exceptionally easy one. The failure to get as many passes this year has been, I am sure, not due to the work of the year being worse than that of the year before.

Under the same conditions we should have had a higher percentage this year, and in this opinion I am supported by all the managers who prepared pupils for the examination.

There is a want of uniformity in the test. The result has been disappointing and will tell badly against the numbers in the two colleges for the next year; but it is due to circumstances over which we have no control.

49. I wish we had been able to make a beginning in the direction of having a University for Burma, with a good permanent Board of Examiners and Moderators for our Entrance examination to start with.

Our system of education in the Primary and Lower Secondary stages does not find its natural complement in the Entrance examination of any Indian University. Our Entrance, F. A., and B. A. examinations should be modelled on totally different lines, which, while they in no way lower the standard of efficiency, will be better adapted to the educational system and serve to develope the peculiar needs of the province.

The transition from our VII Standard to the Calcutta Entrance is too great a break in the continuity, even with our VIII Standard intervening. I certainly would be sorry to see our system in any way changed to meet the course of any Indian University.

50. For the VIII Standard 152 candidates presented themselves and 133 passed—a decided increase on last year.

	1892-93.	1893-94.
Presented	130	152
Passed	119	133

51. The following table shows that the demand for education above the Lower Secondary stage is increasing:—

The average monthly attendance during the year.

	1892-93.	1893-94.
IX Standard	249	289
VIII Standard		

52. The results of the 7th Standard show a decided advance—

292 passed in 1892-93, | 412 passed in 1893-94,

only one boy gaining a scholarship last year and 22 qualifying this year.

53. The following statement shows the classification of the Anglo-Vernacular and Indigenous boys' schools in which secondary instruction is given and the number of pupils in attendance during the last two years:—

Classification of schools.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
HIGH ENGLISH—				
Maintained by the Department	2	1,032	2	1,082
Maintained by Municipal Boards	3	734	3	756
Aided under the Grant-in-aid Rules of 1890 ...	7	2,128	6	2,205
Unaided	...	...	...	...
Total ...	12	3,894	11	4,043
MIDDLE ENGLISH—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	13	1,131	11	1,095
Aided under the Grant-in-aid Rules of 1890 ...	31	3,274	39	3,656
Unaided	...	...	...	...
Total ...	48	4,405	50	4,751
MIDDLE VERNACULAR—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in aid Rules of 1890 ...	...	...	...	...
Aided under the Rules for Indigenous schools ...	20	1,699	103	6,805
Unaided	...	...	...	...
Total ...	26	1,699	103	6,805
GRAND TOTAL ...	80	9,998	164	15,599

Details in connection with the above table are given in Section I.

54. The following are the results of the Calcutta University Entrance and of the Provincial VII Standard Examinations for the year under report and the past year 1892-93:—

Class of institution.	1892-93.			1893-94.		
	Entrance, IX Standard.	Middle, VII Standard.	Total.	Entrance, IX Standard.	Middle, VII Standard.	Total.
From public schools under public management ...	50	135	185	24	182	206
From public schools under private management and aided under the Grant-in-aid Rules of 1890.	18	157	175	19	230	249
From public schools under private management and aided under the Indigenous School Rules.	...	27	27	...	22	22
Total ...	68	319	387	43	434	448

55. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1892-93 and 1893-94 :—

Name of school.	1892-93. Division.				1893-94. Division.			
	First.	Second.	Third.	Total.	First.	Second.	Third.	Total.
Rangoon Collegiate school	11	21	8	40	5	4	8	17
Diocesan Boys' High school	...	...	...	...	2	...	1	3
Diocesan Girls' High school	...	...	...	...	1	...	...	1
Akyab High school	...	1	1	2	...	...	3	3
Moulmein High school	1	2	...	3	...	2	1	3
Bassein High school	...	2	1	3	...	...	1	1
Bassein Sgau-Karen High school	...	...	...	...	...	...	2	2
Prome Municipal High school	...	1	1	2	...	...	...	...
St. Paul's Institution, Rangoon	1	4	...	5	...	4	2	6
St. John's College, S. P. G., Rangoon ...	...	...	2	2	...	...	...	...
Baptist College, Rangoon	...	1	...	1	...	3	1	4
Episcopal Methodist Girls' High school, Rangoon	...	2	...	2	...	...	...	...
St. John's Convent, Rangoon	1	1	4	6	...	1	...	1
St. Joseph's Convent, Moulmein	...	...	1	1	...	...	...	...
St. Patrick's school, Moulmein	...	...	...	...	...	...	...	...
St. Joseph's Convent, Mandalay	...	1	...	1	...	...	2	2
Total ...	14	36	18	68	8	14	21	43

St. Paul's High school, Rangoon, has well maintained its position.

St. Patrick's High school, Moulmein, has again failed to secure any passes at all. It is doubtful if this school will continue as a High school.

The Diocesan schools have done very well, three candidates having passed in the First division. The numbers sent up were small, but the success is very creditable. The Diocesan schools under Mr. and Mrs. W. Browne and the late Miss Darling have improved very greatly in work and in tone. The Diocesan girls' school has met with a serious loss in the sad death of Miss Darling.

Prome Municipal High school has failed to pass any pupils this year. This is not creditable. Taken in conjunction with the failure in the first six standards, this shows that much better work must be done before the state of the school can be considered satisfactory.

St. John's Convent, Rangoon, has fallen far below the results of last year.

The Rangoon Collegiate school did not do as well as usual this year.

In the *Akyab* and *Bassein High schools* the results were not satisfactory. The attention of the head masters has been called to them.

The results in the *Baptist College, Rangoon*, and the *Sgau-Karen High school, Bassein*, were creditable. The Baptist College is rapidly coming to the front in every department.

St. John's College, S. P. G., failed to pass any candidates. The High Department has not done well for some time past.

The *Moulmein High school* did well. It suffered a good deal from unavoidable changes in the masters of the High Department.

The *St. Joseph's Convent, Mandalay*, did well.

56. The following tables show the schools from which candidates have been presented for the Entrance and VII Standard examinations respectively and the passes gained during the last two years:—

Division.	District.	Name of school.	1892-93.			1893-94.		
			Entrance, IX Standard.	Middle, VII Standard.	Total.	Entrance, IX Standard.	Middle, VII Standard.	Total.
		Government and Municipal Schools.						
Arakan.	Akyab	Municipal High school	2	8	10	3	16	19
	Kyaukpyu	Municipal Middle school	...	3	3	...	3	3
	Sandoway	Municipal school	...	7	7	...	7	7
Irrawaddy. Pegu.	Rangoon	Collegiate school	40	41	81	17	45	62
	Pegu	Municipal school	...	...	...	...	5	5
	Prome	Municipal school	2	14	16	...	17	17
	Thôngwa	Municipal school, Yandoon	...	...	...	...	6	6
	Bassein	Municipal High school	3	4	7	1	13	14
	Henzada	Municipal school, Henzada	...	4	4	...	4	4
		Municipal school, Myanaung	...	4	4	Reduced to IV Standard.		
		Municipal school, Kyangin	...	4	4	Reduced to IV Standard.		
Tenasserim.	Moulmein	Government High school	3	11	14	3	22	25
		Government Normal school	...	...	...			
	Shwegyin	Municipal school	...	3	3	...	8	8
	Tavoy	Municipal school	...	6	6	...	7	7
	Mergui	Municipal school	...	1	1	...	3	3
		Total	50	110	160	24	156	180
		Registered Aided Schools.						
Arakan.	Akyab	St. Anne's Convent	...	1	1	...	2	2
		St. John's school	...	3	3	...	4	4
Pegu.	Rangoon	St. John's college	2	26	28	...	50	50
		St. John's convent	6	10	16	1	13	14
		St. Paul's High school	5	18	23	6	17	23
		Episcopal Methodist school	2	4	6	...	3	3
		St. Anthony's school	...	...	...	...	...	...
		Diocesan Girls' school	...	5	5	1	2	3
		Baptist college (Alôn)	1	7	8	4	19	23
		Diocesan Boy's school	...	2	2	3	5	8
		St. Gabriel's school	...	...	...	...	4	4
		Sgau-Karen school	...	...	...	...	3	3
		Lutheran Mission school	...	...	...	...	3	3
		A. B. M. Boys' school (8, Dalhousie street).	...	1	1	...	...	...
		Maduray Pillay's school	...	...	...	...	5	5
		St. Barnabas' S. P. G. school	...	1	1	...	1	1
Irrawaddy.	Hanthawaddy	Burma Boarding school, Insein	...	4	4	Abolished.		
	Thôngwa	A. B. M. Karen school, Ma-ubin	...	...	...	...	3	3
	Bassein	A. B. M. Pwo-Karen school	...	2	2	...	2	2
		A. B. M. Sgau-Karen school	...	10	10	2	9	11
	Henzada	A. B. M. Burmese school	...	3	3	...	2	2
		A. B. M. Karen school	...	3	3	...	5	5
	Thayetmyo	St. Andrew's S. P. G. school	...	3	3	...	8	8
Tenasserim.	Moulmein	St. Joseph's convent	1	7	8	...	5	5
		St. Patrick's school	...	11	11	...	11	11
		St. Augustine's school	...	5	5	...	2	2
		A. B. M. Boys' school	...	2	2	...	8	8
		Cantonment school	...	2	2	...	2	2
		English Girls' High school	...	1	1	...	5	5
		St. Mathew's school	...	2	2	Reduced to 4th grade.		
		A. B. M. Karen school	...	...	...	...	3	3
	Toungoo	St. Luke's S. P. G. school	...	6	6	...	8	8
		R. C. M. Boys' school	...	3	3	...	1	1
	Tavoy	A. B. M. Karen school	...	2	2	...	...	...
		Total	17	144	161	17	205	222

Division.	District.	Name of school.	1892-93.			1893-94.		
			Entrance, IX Standard.	Middle, VII Standard.	Total.	Entrance, IX Standard.	Middle, VII Standard.	Total.
		Registered Aided Schools.						
North-ern.	Mandalay	A. B. M. Boys' school	...	4	4	...	5	5
		St. Joseph's convent	1	4	5	2	7	9
		S. P. G. Royal Boys' school ...	...	2	2	...	3	3
		E. W. M. Boys' school ...	...	...	...	...	2	2
		R. C. M. Boys' school	...	...	...	...	1	1
	Shwebo ...	All Saints S. P. G. Boys' school ...	...	1	1	...	...	...
South-ern.	Pakôkku ...	E. W. M. Boys' school	...	1	1	...	7	7
East-ern.	Yamèthin ...	A. B. M. Boys' school	...	1	1	...	...	...
		Total ...	1	13	14	2	25	27

Vernacular Schools.

District.	Name of school.	1892-93.			1893-94.		
		Entrance, IX Standard.	Middle, VII Standard.	Total.	Entrance, IX Standard.	Middle, VII Standard.	Total.
Moulmein	Government Normal school	...	...	...	...	14	14
	A. B. M. Morton Lane Girls' school ...	...	13	13	...	4	4
	Maung Ba O's Lay school, Moulmein ...	...	...	...	...	1	1
Akyab	Maung Hla Paw Zan's school ...	...	1	1	...	...	...
	Government Normal school	...	3	3	Amalgamated with Moulmein High school.		
Tharrawaddy	Maung Tha U's school, Minhla ...	...	1	1	...	...	...
	Maung Naw Tin's school, Kunitywa ...	...	2	2	...	...	...
	Maung Sein's school, Ôkpo	...	5	5	...	8	8
Thayetmyo ...	U Urlatha's school, Allanmyo ...	...	1	1	...	...	...
Toungoo	U Kalasaya's school	...	1	1	...	1	1
	Saya Gwet's school	...	4	4	...	5	5
	Revd. Father Conti's Karen school ...	...	...	...	...	1	1
Prome ...	Maung Aung Dôk's school, Padigôn ...	...	1	1	...	...	...
Shwegyin ...	Maung Po Min's school, Pyuntaza ...	...	1	1	...	...	...
Tavoy	Maung Shwe Zan's school	...	1	1	...	...	...
	A. B. M. Karen Vernacular school ...	...	...	...	...	1	1
	Maung Tha Byu's school	...	1	1	...	...	...
Rangoon	Native Orphanage convent	...	4	4	...	3	3
	A. B. M. Girls' school, Kemmendine ...	...	9	9	...	8	8
	Total ...	...	48	48	...	46	46
Mandalay	U Nanda's school	...	2	2	...	...	...
	Maung Shwe Thin's school	...	1	1	...	...	...
	Maung Tôk's school	...	...	...	...	...	...
	Maung Aung Gyi's school	...	1	1	...	...	...
Bhamo ...	A. B. M. Kachin school	...	...	...	...	...	...
Sagaing	U Thila's school	...	...	...	...	1	1
	U Ayeindama's school	...	...	...	...	...	...
Kyauksè	U Pandi's school	...	...	...	...	...	...
	Maung Nyo's school	...	...	...	...	...	...
Lower Chindwin, Mônywa.	Maung Tu's school	...	...	...	...	1	1
	Total ...	...	4	4	...	2	2
	GRAND TOTAL ...	...	52	52	...	48	48

B.—LOWER SECONDARY.

57. The following statements show the outcome of the year's work in Standards V, VI, and VII in the Anglo-Vernacular and Indigenous schools of the province:—

(*a*) *Government and Municipal Schools* (*Anglo-Vernacular*).

District.	Name of school.	1892-93. V.	VI.	VII.	Total.	1893-94. V.	VI.	VII.	Total.
Akyab ...	Municipal school ...	19	17	8	44	29	15	16	60
Kyaukpyu ...	Municipal school ...	6	10	3	19	5	4	3	12
Sandoway ...	Municipal school ...	10	12	7	29	4	5	7	16
Rangoon ...	Syndicate High school ...	114	66	41	221	101	86	45	232
Pegu ...	Municipal school ...	8	6	...	14	5	5	5	15
Prome ...	Municipal school, Paungdè ...	5	...	...	5	5	...	...	5
	Municipal school, Prome ...	24	28	14	66	17	9	17	43
Thôngwa	Municipal school, Yandoon ...	4	5	...	9	7	2	6	15
	Municipal schoool, Pantanaw	1	...	...	1	1	...	...	1
Bassein ...	Municipal High school ...	20	24	4	48	13	26	13	52
Henzada ...	Municipal school, Henzada ...	12	7	4	23	9	5	4	18
	Municipal school, Myanaung	4	6	4	14	Reduced to IV.			
	Municipal school, Kyangin ...	4	...	4	8	Reduced to IV.			
Moulmein ...	Government High school ...	36	19	11	66	48	32	22	102
	Government Normal school ...	...	8	...	8				
Amherst ...	Municipal school, Thatôn ...	8	...	...	8	5	3	...	8
Shwegyin ...	Municipal school ...	17	10	3	30	18	18	8	44
Tavoy ...	Municipal school ...	12	6	6	24	4	8	7	19
Mergui ...	Municipal school ...	5	7	1	13	7	2	3	12
	Total ...	309	231	110	650	278	220	156	654

(*b*) *Registered Aided Schools* (*Anglo-Vernacular*).

District.	Name of school.	1892-93. V.	VI.	VII.	Total.	1893-94. V.	VI.	VII.	Total.
Akyab	St. Anne's Convent ...	1	2	1	4	1	...	2	3
	St. Mark's school ...	Primary school.				1	1	...	2
	St. John's school ...	5	1	3	9	6	4	4	14
Rangoon	St. John's College, S.P.G.	73	57	26	156	60	70	50	180
	St. Paul's High school ...	28	25	18	71	51	19	17	87
	St. John's Convent High school.	17	10	10	37	17	23	13	53
	Episcopal Methodist Girls' High school.	6	4	4	14	7	6	3	16
	St. Anthony's school ...	7	...	...	7	7	3	...	10
	Diocesan Girls' High school	15	2	5	22	10	11	2	23
	Baptist College, Alôn ...	12	18	7	37	23	14	19	56
	A. B. M. Boys' and Girls' school (73, Dalhousie street).	5	...	...	5	4	...	...	4
	Diocesan Boys' High school	13	5	2	20	19	14	5	38
	Lutheran Mission school ...	7	1	...	8	5	7	3	15
	A.B.M. Sgau-Karen school	9	7	...	16	28	6	3	37
	Cantonment school ...	6	9	...	15	Reduced to Primary.			
	St. Barnabas' S. P. G., Pazundaung.	10	5	1	16	...	...	1	1
	St. Gabriel's S. P. G. ...	9	5	...	14	4	7	4	15
	A. B. M. Union school (73, Dalhousie street).	3	2	1	6	1	2	...	3
	Carried over ...	226	153	78	457	244	187	126	557

(*b*) *Registered Aided Schools* (*Anglo-Vernacular*)—concluded.

District.	Name of school.	1892-93.				1893-94.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Brought forward ...	226	153	78	457	244	187	126	557
Rangoon—(*concluded*).	St. Phillip's school (22, Brooking street).	1	...	...	1	2	...	...	2
	Old Convent school ...	7	...	...	7	6	3	...	9
	Maduray Pillay's school ...	New school.				3	8	5	16
	St. Mary's S.P.G. school...	Primary school.				2	...	...	2
Hanthawaddy ...	Burma Boarding school, Insein.	3	...	4	7	Closed this year.			
Thayetmyo	St. Andrew's S.P.G. school	15	8	3	26	14	12	8	34
	St. Mary's R.C.M. school...	...	...	...	...	2	...	...	2
Tharrawaddy ...	R. C. M. school, Gyôbingauk	3	...	...	3	8	2	...	10
Thôngwa	A.B.M. Pwo-Karen school, Ma-ubin.	6	4	...	10	8	...	3	11
	Anglo-Vernacular school, Ma-ubin.	Primary school.				5	...	...	5
Henzada	A. B. M. Burmese school...	3	1	3	7	4	3	2	9
	A. B. M. Karen school ...	12	6	3	21	10	...	5	15
Bassein	St. Peter's Institution ...	Primary school.				5	...	...	5
	A. B. M. Pwo-Karen school	4	2	2	8	5	5	2	12
	A.B.M. Sgau-Karen school	15	14	10	39	36	11	9	56
Moulmein	St. Joseph's Convent school	8	10	7	25	12	7	5	24
	St. Patrick's school ...	26	27	11	64	64	25	11	100
	A. B. M. Boys' school ...	10	8	2	20	9	7	8	24
	Cantonment school ...	4	1	2	7	8	5	2	15
	St. Augustine's S.P.G. school	6	9	5	20	23	4	2	29
	English Girls' High school	6	3	1	10	5	7	5	17
	St. Mathew's school ...	...	2	2	4	Reduced to Primary grade.			
	Mizpah Hall's school ...	Primary school.				2	1	...	3
	A. B. M. Karen school ...	8	7	...	15	4	3	3	10
Toungoo	St. Luke's S. P. G. school...	13	6	6	25	16	4	8	28
	R. C. M. Boys' school ...	...	...	3	3	5	2	1	8
	A. B. M. Paku-Karen school	4	...	...	4	5	3	...	8
	A. B. M. Karen school ...	3	...	2	5	4	...	...	4
	Total ...	383	261	144	788	511	299	205	1,015
Mandalay	A. B. M. Boys' school ...	5	7	4	16	6	4	5	15
	St. Joseph's Convent ...	6	3	4	13	5	6	7	18
	E. W. M. Boys' school ...	5	2	...	7	4	3	2	9
	S. P. G. Royal school ...	2	...	2	4	6	2	3	11
	R. C. M. Boys' school ...	...	1	...	1	...	...	1	1
	Maung Shwe Thin's school	3	3	1	7	6	...	...	6
	A. B. M. European and Eurasian Girls.	...	...	...	...	1	...	...	1
	A. B. M. Burmese Girls' ...	...	...	...	...	1	...	...	1
Shwebo ...	All Saints' S. P. G. school...	4	...	1	5	5	...	...	5
Lower Chindwin, Mônywa.	E. W. M. Boys' school ...	...	...	...	...	...	...	...	...
Sagaing ...	Town school ...	...	...	...	...	3	...	...	3
Pakôkku ...	E. W. M. Boys' school ...	1	8	1	10	4	2	7	13
Yamèthin	St. Joseph's R.C.M. school	1	...	...	1	...	...	...	...
	Railway Mixed school ...	...	1	...	1	2	...	...	2
	A. B. M. school, Pyinmana	5	...	1	6	5	...	...	5
	Total ...	32	25	14	71	48	17	25	90

(*c*) *Vernacular Schools.*

Township.	Name of school.	1892-93.				1893-94.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab	Government Normal school, Akyab.	...	...	3	3	...	...	...	...
	Tun Aung Pyu San for U Gunamezu.	...	...	...	...	1	...	...	1
	La Paw Zan ..	...	1	1	2	3	...	...	3
	La So Pyu	...	...	...	...	10	...	...	10
Sandoway town ...	A. B. M. Chins' school ...	4	...	...	4	5	...	...	5
Southern ...	Maung Pa Taw ...	...	...	...	...	1	...	...	1
Rangoon	Maung Tha U ...	...	...	...	...	3	...	...	3
	Maung Nyein ...	...	...	...	...	1	...	...	1
	Native Orphanage Convent	8	7	4	19	9	7	3	19
	Maung Shwe Tha ...	...	...	...	...	2	...	...	2
	U Thila Wintha ...	2	2	...	4	2	...	...	2
	A. B. M. Burmese Girls' school, Kemmendine.	10	9	9	28	11	10	8	29
	Maung Po Mya ...	3	...	...	3	3	1	...	4
Tuntè	Maung On Gaing ...	...	...	...	...	2	...	...	2
	Maung Pyu Choot ...	...	...	...	...	1	...	...	1
	Maung E	...	...	...	...	4	...	...	4
Pegu town ...	Maung Aung Min ...	3	...	...	3	...	...	...	...
Payagale ...	Maung Po Min ...	...	...	...	...	2	...	...	2
Paunglin	Maung Han Bo ...	...	...	...	...	3	...	...	3
	Maung Tet To ...	...	...	...	...	4	...	...	4
	Maung Ne Win ...	...	...	...	...	3	...	...	3
Letpadan town ...	Maung Po Tun ...	1	...	...	1	2	...	...	2
Sanywe	Maung Po Chon ...	2	...	...	2	...	1	...	1
	Maung Tun Aung ...	4	...	...	4	...	...	...	...
	Maung Tin Gyaw ...	...	...	...	...	4	...	...	4
Gyobingauk ...	Maung Naw Tin ...	...	...	2	2	...	...	...	...
Minhla	Maung Po Myin ...	...	...	...	...	2	...	...	2
	Maung Myat Tha U ...	...	...	1	1	...	...	...	...
	Maung Sein ...	7	6	5	18	3	7	8	18
Thônzè	R. C. M. school ...	1	...	...	1	...	...	...	...
	Maung Tha Nyun ...	2	...	...	2	...	...	...	...
Prome town ...	Maung Hmat ...	7	...	...	7	3	...	...	3
Shwedaung ...	Maung So	2	...	...	2	2	...	...	2
Thègôn ...	Maung Aung Dôk ...	...	...	1	1	7	2	...	9
Yandoon ...	Maung Po Seit ...	...	...	...	...	2	...	...	2
Wakèma ...	Maung Myit Koo ...	2	...	...	2	3	...	...	3
Danubyu	Maung Po	...	...	...	...	2	...	...	2
	Maung Shwe Lon ...	4	...	...	4	3	...	...	3
	Maung Bein	1	...	...	1	1	...	...	1
Bassein town	U Pandi	10	...	...	10	2	3	...	5
	Maung Hmu ...	...	...	...	...	5	...	...	5
Thigwin ...	Maung Shwe Cho ...	2	...	...	2	...	...	...	...
Kangyidaung ...	U Zananda ...	...	...	...	...	1	...	...	1
Henzada town	Maung Po Ka ...	...	...	...	...	3	...	...	3
	Maung Pe ...	...	...	...	...	1	...	...	1
Zalun ...	Maung Hla ...	6	...	...	6	2	...	...	2
Thayetmyo ...	Maung Shwe Nè ...	...	...	...	...	2	...	...	2
Kama	Maung Myat Tha Dun ...	...	...	...	...	2	...	...	2
	Maung Aung Pyo ...	3	...	...	3	...	...	...	...
Allan, Ywataung	U Wilatha ...	...	...	1	1	...	1	...	1
	Carried over ...	84	25	27	136	122	32	19	173

(*c*) *Vernacular Schools*—concluded.

Township.	Name of school.	1892-93.				1893-94.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Brought forward ...	84	25	27	136	122	32	19	173
Moulmein	Government Normal school	...	...	...	...	...	...	14	14
	U Nyanawuntha ...	...	...	...	...	2	...	...	2
	Maung Shwe Thaw ...	...	...	...	...	3	2	...	5
	U Pyinyathiri ...	...	...	...	...	3	...	...	3
	Rev. Fairclough ...	1	...	...	1	3	...	...	3
	Maung Bao's school ...	...	...	...	...	...	...	1	1
	U Paduma ...	...	...	...	...	5	...	...	5
	Morton Lane Girls' school	6	12	13	31	4	8	4	16
	Maung Aung Hla ...	1	...	...	1	4	...	...	4
Wagaru ...	Miss S. E. Haswell ...	...	2	...	2	1	...	...	1
Thatôn township...	Maung Tu Law Pan ...	...	...	...	...	5	2	...	7
Salween, Hlaing-bwe.	Maung Shwe Taw ...	1	..	...	1	4	...	...	4
	Maung Pawmalaw ...	1	...	...	1	...	...	...	...
Shwegyin	Maung Aung Dun ...	...	...	...	...	2	...	...	2
	Maung Aung Myat ...	2	...	...	2	...	...	...	...
	Maung Shamwe ...	5	...	1	6	6	3	...	9
Pyintaza ...	Maung Po Min ...	3	4	1	8	...	2	...	2
Toungoo town	U Kelasaya ...	4	3	...	7	5	2	1	8
	Maung Kywet ...	10	11	4	25	6	7	5	18
	Rev. Cochrane ...	...	...	...	...	2	...	...	2
	Rev. Johnson ...	6	...	...	6	16	7	...	23
	Rev. Father Conti's ...	3	6	...	9	3	3	1	7
Thagaya ...	Maung Po Loke ...	4	...	...	4	2	...	...	2
Tavoy town	H. Morrow's school ...	10	...	...	10	4	4	1	9
	Maung Thwe Myine ...	3	...	...	3	...	...	...	...
	Maung Shwe Zan's school	...	...	1	1	...	...	...	...
Central ...	Maung Tha Byu ...	4	...	1	5	2	...	...	2
	Total ...	148	63	48	259	204	72	46	322
Mandalay	U Nanda's school ...	4	...	2	6	3	...	...	3
	U Pyinnya's school ...	...	...	...	...	2	...	...	2
	Maung Tok's school ...	1	...	...	1	...	...	...	...
	Maung Aung Gyi's school	4	...	1	5	...	...	...	...
	Maung Shwe Ngon's school	...	...	...	...	2	...	...	2
Bhamo ...	A B. M. Kachin school ...	...	...	...	...	2	...	...	2
Shwebo ...	U Nandamyizu's school ...	...	...	...	...	...	...	...	...
Ye-u ...	U Thumana's school ...	2	...	...	2	1	2	...	3
Sagaing	U Thuzata's school ...	...	...	...	...	...	...	...	...
	U Thilasaya's school ...	...	...	...	...	...	...	...	...
	U Einda's ...	...	...	...	...	3	...	...	3
	U Adeessa's ...	...	...	...	...	...	...	...	...
	U Zawana's ...	...	...	...	...	...	...	...	...
	U Yeindama's ...	2	...	...	2	5	...	...	5
	U Thila's ...	...	...	...	...	5	5	1	11
Lower Chindwin, Mônywa.	U Thuzata's ...	...	...	...	...	..	...	...	...
	Maung Chit Su's ...	...	...	...	...	...	...	...	...
	Maung Po Tu's ...	...	...	...	...	...	...	1	1
Kyauksè	U Pandi's ...	...	4	...	4	...	...	...	...
	Maung Nyo's ...	3	...	...	3	...	...	...	...
Meiktila	Abdul Razack's ...	...	...	...	...	...	...	...	...
	U Pandi's ...	...	...	...	...	1	...	...	1
Pyinmana ...	Maung Saung's ...	2	...	...	2	...	...	...	...
Myingyan ...	MaSa Bwin's ...	...	...	...	...	1	...	...	1
	Total ...	18	4	3	25	25	7	2	34

58. Two schools have been reduced to the Primary grade. The Rangoon Collegiate school continues to do satisfactory work, though better results might have been obtained in the VII Standard examination.

The Municipal High school, Akyab, shows progress in the higher standards.

The Municipal school, Yandoon, has done good work during the past year, the results in the VII Standard examination being highly satisfactory.

The Municipal High school, Bassein, did much better in the higher than the lower standards. The results in the VII Standard examination were satisfactory.

The Municipal school, Kyaukpyu, shows a considerable decrease in the number of passes. The staff is weak.

The Municipal school, Pegu, shows a falling off in the passes by Standards V and VI, but it is satisfactory to note that five passes have been gained in the VII Standard.

The Municipal school, Paungdè, shows the same number of passes as last year. The school has not improved.

The Municipal school, Prome, shows a falling off in Standard V and a still larger decrease in Standard VI. This was very largely due to neglect of the English portion of the work. There is an increase of three in the passes by the VII Standard.

In Registered Aided schools the only changes to note are that one school has been closed and two reduced to the Primary grade, while five schools have risen to the Secondary, and one new one has been placed on the list.

As to the results generally, it may be said that on the whole the figures show progress.

In Government and Municipal schools, which were subjected to strict test by the Inspectors, there is a falling off in Standards V and VI of 42 passes, of which a half may be said to arise from two schools having been reduced to the Primary Grade. In Standard VII, however, a gain of 46 passes has been secured.

In the Registered Aided schools in all standards a good increase is shown.

In Standard VII a good increase is shown of 61 passes.

St. John's College, S. P. G., obtained the largest number of passes in Standard VII, over 40 per cent. of those presented passing.

St. John's Convent shows an increase of passes by the VI and VII Standards.

The Diocesan Girls' school shows an increase in passes by Standard VI, but a decrease in those by Standard VII.

The Diocesan Boys' school shows satisfactory progress in all the standards.

The Lutheran Mission school has done well. A slight fall in the 5th Standard passes is amply made up for by the passes in the VI and VII Standards.

St. Gabriel's S. P. G. school, although showing a decrease in Standard V, is satisfactory in other respects.

The Old Convent has this year reached the VII Standard.

Maduray Pillay's school does not show good results in Standards V and VI. The school suffered through mismanagement.

St. Andrew's S. P. G. school, Thayetmyo, has done very good work. Five scholarships in the VII Standard examination fell to this promising school.

The R. C. M. school, Gyobingauk, has done very good work indeed. This school promises well.

The St. Joseph's Convent for girls at Mandalay heads the list by securing 18 passes against 13 last year.

The A. B. M. Boys' school, Mandalay, comes next with 15 passes.

All Saints S. P. G. school, Shwebo, shows steady progress.

The E. W. M. school at Mônywa is steadily growing in numbers and efficiency.

As regards Vernacular VII Standard schools, U Thila's Monastery at Sagaing has produced the best results.

U Nanda's Monastic school at Mandalay has also made steady progress, notwithstanding the persecution to which the Manager has been subjected.

In Yamèthin the R. C. M. school has been ill-supervised and left in the hands of an inadequate staff. Its failure is not surprising, and it has been reduced to the Primary grade.

The Railway school has suffered from an inadequate staff, and its small success in Standard V has been gained at the cost of efficiency in the primary classes. It has been reduced to the Primary grade.

In Pyinmana All Saints S. P. G. school has had no secondary classes this year and will do well to confine its efforts to primary work. The A. B. M. school is carried on with vigour and quite meets the needs of the locality.

59. The Boarding establishments attached to the several Government and Municipal schools are full and well managed and have done much to improve the tone among the pupils. Since the removal of the Akyab Normal school to Moulmein one has been opened in connection with the High school. It began under great difficulties, but is now fairly established and popular.

I hope that the Municipal Committees that have not boarding houses attached to their schools will do their best to supply them.

The Principal of the Rangoon College reports that the Boarding establishment is full and self-supporting. That at Moulmein has lately been enlarged.

60. The following table shows the attendance and expenditure in Government and Aided Boys' schools of Secondary instruction:—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	From Government fund.	From all other sources.	Total.
HIGH ENGLISH—							
Maintained by the Department ...	2	1,082	1,109	950	20,990	38,092	59,082
Maintained by Municipal Boards ...	3	756	745	586	18,748	18,721	37,469
Aided under the Grant-in-aid Rules of 1890.	6	2,205	2,169	1,862	21,035	70,186	91,221
Total ...	11	4,043	4,023	3,398	60,773	1,26,999	1,87,772
MIDDLE ENGLISH—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	11	1,095	1,096	932	33,771	18,234	52,005
Aided under the Grant-in-aid Rules of 1890.	39	3,656	3,643	2,908	19,320	1,15,083	1,34,403
Total ...	50	4,751	4,739	3,840	53,091	1,33,317	1,86,408
MIDDLE VERNACULAR—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1890.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	103	6,805	6,805	6,805	36,208	...	36,208
Total ...	103	6,805	6,805	6,805	36,208	...	36,208
GRAND TOTAL ...	164	15,599	15,567	14,043	1,50,072	2,60,316	4,10,388

According to the above figures there is an increase of Rs. 38,696 over the total expenditure on public Secondary schools last year for both Lower and Upper Burma. "Government Funds" have contributed Rs. 14,173 of this and "All other sources" Rs. 24,523. The chief cause for this is the advancement in the number of schools from 80 during the past year to 164 in the year under report. A fuller explanation for the increase is given in Section I of the Report.

SECTION V.

PRIMARY INSTRUCTION.

61. The following statement gives the statistics of Primary schools for the last two years :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed			
					Upper Primary, Standards III and IV.		Lower Primary, Standards I and II.	
	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
Public schools under public management.	21	20	1,973	2,023	738	687	755	702
Public schools under private management.	74	79	5,687	6,150	1,390	1,513	2,024	2,014
Indigenous schools. Burmese ...	4,061	4,172	104,746	109,187	1,947	2,184	13,909	15,519
Karen ...	474	502	14,584	16,233	751	925	3,062	3,608
Mahomedan ...	10	27	606	1,137	22	15	121	158
Total ...	4,640	4,800	127,596	134,730	4,848	5,324	19,871	22,005

Public Schools under public management show a loss of one, the Practising school of the Akyab Normal school having been closed on the amalgamation of that institution with the one in Moulmein.

The attendance has slightly increased.

In passes there is a falling off under both the Upper and Lower Primary Standards.

Public Schools under private management have increased by five; seven new schools were added to the list, namely,—

Baptist College, Alôn, Rangoon,
American Baptist Mission Tamil School, Alôn, Rangoon,
Anglo-Vernacular School, Tuntè, Hanthawaddy,
S. P. G. School, Kyaiklat.
American Baptist Mission School, Danubyu,
American Baptist Mission Chin School, Thayetmyo,
St. Mary's School, Thayetmyo,

while the two following were withdrawn :—

The Methodist Episcopal Telugu School, Rangoon.
The Burma Boarding School, Insein.

Their attendance shows a satisfactory increase.

Indigenous Schools show a marked improvement under all headings, to which all divisions contribute. Pegu division alone shows a small decrease in the I and II standards in Burmese schools.

A.—NON-INDIGENOUS SCHOOLS.

LOWER BURMA.

62. The following paragraphs give details regarding the abovementioned schools.

Arakan Division.

The number of full passes gained was as below :—

Class of institution.	Full passes.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	38	63	87	41	229	49	40	58	61	208
In Registered Aided schools ...	20	15	14	7	56	13	22	17	15	67
Total ...	58	78	101	48	285	62	62	75	76	275

The following are the details for the above schools :—

Government and Municipal Schools.

Division.		District.	Name of school.	Full passes. 1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total	1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Arakan.	1	Akyab	Government High school.	17	27	49	28	121	22	22	37	40	121
	2	Akyab	Government Practising school.	5	4	3	...	12	...	...	...	...	...
	3	Kyaukpyu	Municipal school ...	6	20	21	7	54	9	7	13	11	40
	4	Sandoway	Municipal school ...	10	12	14	6	42	18	11	8	10	47
			Total ...	38	63	87	41	229	49	40	58	61	208

The following are the figures for the Aided schools :—

Division.		District.	Name of school.	Full passes. 1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Arakan.	1	Akyab	St. Anne's convent ...	6	7	6	2	21	2	6	5	5	18
	2	Akyab	St. John's school ...	8	5	5	4	22	7	9	7	5	28
	3	Akyab	St. Mark's school ...	6	3	3	1	13	4	7	5	5	21
			Total ...	20	15	14	7	56	13	22	17	15	67

The *Government Practising school* has been abolished. The *Government High school, Akyab*, and the *Municipal school, Sandoway*, continue to do satisfactory work.

The *Municipal school, Kyaukpyu*, has not done so well. The discipline might be greatly improved. *St. Mark's school, Akyab*, has not done at all well. It has had great difficulties to contend against during the year.

St. John's school and *St. Anne's Convent* have both done fairly good work.

Pegu Division.

No change has taken place in the number of Government and Municipal Primary schools.

From the list of Registered Aided schools, as mentioned last year, the Kemmendine Girls' school and the native department of the Old Convent have been transferred to the Indigenous school list.

Their places have been taken by Primary Department of the Baptist College, Alôn, the A. B. M. Tamil school, College street (both in Rangoon), and the A. B. M. Mixed school, Tuntè.

The number thus remains 32 as before. In Government, Municipal, and Registered schools the total number of full passes was as follows:—

Class of institution.	Full passes.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government Municipal schools	99	171	146	161	577	148	138	150	148	584
In Registered Aided schools ...	505	422	334	313	1,574	516	440	387	285	1,628
Total ...	604	593	480	474	2,151	664	578	537	433	2,212

Government and Municipal schools have gained full passes as below:—

Division.		District.	Name of school.	Full passes.									
				1892-93.					1893-94.				
				Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
				I.	II.	III.	IV.		I.	II.	III.	IV.	
Pegu.	1	Rangoon	Municipal Boys' school...	54	90	98	117	359	83	78	102	118	381
	2	Rangoon	Municipal Girls' school	11	31	9	4	55	29	9	13	3	54
	3	Pegu ...	Municipal school ...	22	24	10	5	61	9	30	20	16	75
	4	Prome	Municipal school, Prome	2	11	16	23	52	16	12	9	6	43
	5	Prome	Municipal school, Paungdè.	7	9	11	7	34	9	7	5	5	26
	6	Prome	Municipal school, Shwedaung.	3	6	2	5	16	2	2	1	...	5
			Total ...	99	171	146	161	577	148	138	150	148	584

Pegu school during the first part of the year under report suffered from inefficient masters, but this was remedied, and the annual examination showed better results. There is still need for improvement.

Prome Municipal school shows more passes in the Lower Primary Department, because last year most of the pupils were promoted at an intermediate examination. The Upper Primary Department shows a large falling off due to inefficient work.

Paungdè school in the Upper Primary Department shows a falling off.

Shwedaung Municipal school shows a large decrease. This is owing to inefficient teachers. The Municipality exercised no supervision during the year under report.

The Municipal Girls' school, Rangoon, should have done better work.

The Primary Department of the Rangoon College school has done good work in the compulsory subjects during the past year, but not a single optional subject has been taught. Considering the size and cost of the staff, this is not satisfactory.

The following are the details of the passes in the Registered schools:—

Division.	District.	Name of school.	Full passes. 1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu. 1	Rangoon	St. Paul's High school ...	78	50	58	59	245	48	58	63	42	211
2		St. John's College, S. P. G.	27	36	48	58	169	38	38	44	80	200
3		Diocesan Boys' school ...	9	18	21	20	68	16	16	26	17	75
4		Diocesan Girls' school ...	8	11	20	12	51	6	10	13	21	50
5		St. John's Convent ...	18	27	20	24	89	32	24	23	21	100
6		Old Convent Anglo-Vernacular school.	20	8	6	6	40	14	8	4	5	31
7		St. Anthony's Tamil school	9	11	10	13	43	26	14	18	2	60
8		St. Gabriel's S. P. G. ...	21	15	4	8	48	28	19	20	7	74
9		Lutheran Mission ...	11	10	7	8	36	15	8	8	4	35
10		A. B. M. Anglo-Vernacular Tamil, 36th street.	5	5	3	...	13	6	3	3	...	12
11		Cantonment Tamil school	12	5	16	...	33	13	11	...	...	24
12		St. Mary's S. P. G. ...	34	19	5	3	61	31	19	16	3	69
13		Episcopal Methodist Anglo-Vernacular Girls' school.	27	18	14	5	64	31	22	18	11	82
14		Episcopal Methodist Mission, Barr street.	8	9	...	...	17	Abolished.				
15		A. B. M. Boys' and Girls', 73, Dalhousie street.	22	6	12	13	53	20	3	4	2	29
16		St. Michael's S. P. G., Kemmendine.	41	24	5	5	75	18	10	9	...	37
17		St. Barnabas' S. P. G., Pazundaung.	22	11	10	7	50	20	26	13	7	66
18		Bishop's Home for Girls ...	4	3	1	...	8	7	6	7	...	20
19		A. B. M. Sgaw-Karen ...	42	52	43	41	178	12	34	14	25	85
20		A. B. M. Union, 73, Dalhousie street.	3	4	...	6	13	...	5	2	...	7
21		A. B. M. Boys', Lammadaw	33	43	12	6	94	48	35	17	1	101
22		St. Phillip's school ...	8	3	1	3	15	4	11	6	1	22
23		Maduray Pillay's school ...	Not examined.					21	7	19	7	54
24		A. B. M. Tamil and Telegu, College street.	New school.					5	1	...	...	6
25		Baptist College, Alôn ...	No Primary Department.					27	17	16	11	71
26	Hanthawaddy.	Anglo-Vernacular Railway Tamil, Insein.	12	5	...	...	17	10	8	4	...	22
27		Burma Boarding school, Insein.	2	2	4	5	13	Abolished.				
28		Anglo-Vernacular Mixed school, Tuntè.	New school.					4	10	...	...	14
29	Tharrawaddy.	R. C. M. school, Gyobingauk.	3	7	3	5	18	5	3	8	11	27
30		A. B. M. school, Zigôn ...	8	5	3	...	16	6	8	8	3	25
31		R. C. M. school, Thônzè ...	14	6	3	3	26	2	4	1	2	9
32		A. B. M. school, Gyobingauk.	4	9	5	3	21	3	2	3	2	10
		Total ...	505	422	334	313	1,574	516	440	387	285	1,628

St. Paul's High school shows a falling off in passes for which the Superintendent does not account. The loss is chiefly in Standard I.

St. Anthony's Tamil school has improved and should gradually recover its old position. There was, however, a signal failure in Standard IV owing to bad teaching and defective supervision.

The *Episcopal Methodist Anglo-Vernacular Girls' school* has done good work and is rising in efficiency.

The *American Baptist Mission Boys' and Girls' (Native) school*, Dalhousie street, has suffered from want of accommodation, imperfect work, and defective supervision.

St. Barnabas' school, Pazundaung, has improved under its new head master. The discipline is far better and, if properly accommodated, the school should become a good one.

American Baptist Mission Union school.—This has suffered greatly from neglect and was indeed almost broken up when it was taken charge of by its present Superintendent, the Reverend Mr. Sharp, an experienced teacher from America, under whom I feel sure it will do well.

St. Philip's school shows some improvement and useful work is being done.

The *Diocesan Boys' school* and the *Diocesan Girls' school* under the control of Mr. Browne and Miss Darling respectively showed great improvement.

St. John's Convent has done good work.

The Old Convent has scarcely maintained its last year's average.

St. Gabriel's school has increased its passes. This school has done very good work.

The *Lutheran Mission school* is in much the same position as last year.

The *American Baptist Mission Tamil school* (36th street) did not do well, chiefly owing to changes in the teaching staff.

Maduray Pillay's school showed very poor results; its probationary period is extended for another year.

The *Burma Boarding school*, Insein, was abolished in December.

The *Anglo-Vernacular school*, Tuntè, was examined for the first time and did fairly, considering the material it had to work with.

The *Roman Catholic Mission school*, Gyobingauk, has done well, having nearly trebled the grant of last year.

The *American Baptist Mission school*, Zigôn, has improved.

The *Roman Catholic Mission school*, Thônzè, suffered greatly owing to epidemics. The school continues to do good work.

The *American Baptist Mission school*, Gyobingauk, has distinctly declined.

The *American Baptist Mission Boys' school*, Lammadaw, has increased in numbers and done very good work.

St. John's College, S. P. G., examined itself for promotions, with satisfactory results.

St. Mary's S. P. G. school should have done better. I hope it will improve under the new head mistress.

St. Michael's school, Kemmendine, has fallen off greatly in numbers during the past year. The percentage of passes was fairly satisfactory, but the accommodation is very poor indeed.

The *American Baptist Mission Sgau-Karen school*, Alôn, has not done well. The staff needs reorganizing and more efficient supervision is necessary.

Irrawaddy Division.

Full passes were gained as below:—

Class of institution.	FULL PASSES.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	116	98	78	64	356	60	82	47	53	242
In Registered Aided schools ...	188	191	138	122	639	151	186	157	107	601
Total ...	304	289	216	186	995	211	268	204	160	843

The following are the figures for each Municipal school :—

Division.	District.	Name of school.	Full passes. 1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy. 1	Thôngwa	Municipal school, Yandoon ...	29	20	15	10	74	14	23	16	20	73
2	Thôngwa	Municipal school, Pantanaw ...	5	6	7	2	20	5	5	5	3	18
3	Bassein	Municipal school, Bassein ...	24	28	31	35	118	10	26	4	16	56
4	Henzada	Municipal school, Henzada ...	48	28	16	11	103	23	22	15	6	66
5	Henzada	Municipal school, Myanaung ...	9	14	4	5	32	5	3	4	4	16
6	Henzada	Municipal school, Kyangin ...	1	2	5	1	9	3	3	3	4	13
		Total ...	116	98	78	64	356	60	82	47	53	242

The following are the details of the passes for the Aided schools :—

Division.	District.	Name of school.	Full passes. 1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy. 1	Bassein	A. B. M. Sgau-Karen	43	63	50	51	207	21	51	44	33	149
2	Bassein	A. B. M. Pwo-Karen	10	19	10	6	45	18	15	18	13	64
3	Bassein	St. Peter's Institution	10	16	9	7	42	9	9	7	7	32
4	Thôngwa	A. B. M. Pwo-Karen, Ma-ubin ...	19	13	13	11	56	17	16	8	9	50
5	Thôngwa	Anglo-Vernacular Town school, Ma-ubin.	34	13	5	6	58	4	18	15	5	42
6	Thôngwa	Anglo-Vernacular Mixed school, Wakèma.	14	9	...	...	23	6	12	8	...	26
7	Thôngwa	S. P. G. District school, Kyaiklat ...	New school.					8	...	...	...	8
8	Thôngwa	A. B. M. Mixed school, Danubyu ...	New school.					17	2	1	1	21
9	Henzada	A. B. M. Karen school	4	20	19	14	57	3	12	18	8	41
10	Henzada	A. B. M. Burmese school	16	18	7	8	49	14	9	9	7	39
11	Thayetmyo	St. Andrew's S. P. G. school ...	38	20	25	19	102	19	34	20	16	89
12	Thayetmyo	A. B. M. Chin school	New school.					6	...	2	1	9
13	Thayetmyo	St. Mary's R. C. M. school ...	New school.					9	8	7	7	31
		Total ...	188	191	138	122	639	151	186	157	107	601

The *Municipal school*, Bassein, did very badly indeed at the annual examination for promotion. The discipline and cleanliness of the school need taking in hand. A complete re-organization of the staff will shortly be made. The head master has not done his duty in the matter.

The *Municipal school*, Yandoon, has done very good work.

In the *Municipal schools* at Henzada and Myanaung there has been a considerable falling off in the number of passes. The discipline also in the former was bad. The second master who acted for Mr. Gray, when he went on leave, showed himself utterly unable to manage the school.

The *American Baptist Mission Sgau and Pwo Karen schools*, Bassein, did well, the former gaining good results in optional subjects.

The *American Baptist Mission Burmese and Karen schools*, Henzada, did fairly well.

The *American Baptist Mission Chin school*, a new school at Thayetmyo, has made a good beginning and promises well.

The *St. Mary's school*, Thayetmyo, also a new school, shows very creditable results.

Tenasserim Division.

The number of Government and Municipal schools remains as before—five.

Registered Aided schools have decreased by one and are 15 in number, the Anglo-Vernacular school at Daingwunkwin, Moulmein, having been removed from the Inspection list as it failed to conform to the conditions of recognition.

The number of full passes gained was as follows :—

Class of institution.	Full passes.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	81	89	85	76	331	91	94	90	80	355
In Registered Grant-in-aid schools	247	223	158	174	802	214	228	217	144	803
Total ...	328	312	243	250	1,133	305	322	307	224	1,158

The passes in the Government and Municipal schools are as follow :—

Division.	District.	Name of school.	Full passes.									
			1892-93.					1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim. 1	Moulmein ...	High and Normal school	10	25	35	36	106	36	35	29	43	143
2	Amherst ...	Municipal school, Thatôn	19	18	9	7	53	8	14	11	6	39
3	Shwegyin ...	Municipal school	17	16	17	13	63	22	15	24	12	73
4	Tavoy	Municipal school	16	11	10	11	48	13	12	11	8	44
5	Mergui	Municipal school	19	19	14	9	61	12	18	15	11	56
		Total ...	81	89	85	76	331	91	94	90	80	355

The Moulmein High school shows very satisfactory progress in its Primary department. The school at Thatôn has fallen off considerably.

The following are the figures for the Registered schools :—

Division.	District.	Name of school.	Full passes.									
			1892-93.					1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim. 1	Moulmein	St. Augustine's S. P. G. school ...	15	19	11	25	70	16	14	12	15	57
2		St Joseph's Convent ...	9	21	11	11	52	12	15	14	12	53
3		St. Patrick's R. C. M. school ...	64	62	43	68	237	50	40	63	35	188
4		St. Mathew's Church of England ...	3	1	3	1	8	2	4	3	2	11
5		English Girls' High school ...	5	4	10	5	24	10	12	8	6	36
6		Mizpah Hall	13	3	3	2	21	5	8	6	2	21
7		A. B. M. Karen school	5	11	9	12	37	8	19	13	10	50
8		Cantonment school	5	6	6	6	23	6	6	8	4	24
9		A. B. M. Boys' school	19	19	17	10	65	27	20	11	18	76
10		Anglo-Vernacular Town school ...	New school not examined yet. Struck off the list.									
11	Toungoo	St. Luke's S. P. G. school	47	27	13	14	101	28	50	41	16	135
12		R. C. M. Boys' school	12	15	14	9	50	5	9	16	4	34
13		St. Joseph's Convent	2	1	1	...	4	8	5	1	...	14
14		Paku Karen school	25	16	10	8	59	29	15	11	10	65
15	Tavoy ...	A. B. M. Karen school	23	18	7	3	51	8	11	10	10	39
		Total ...	247	223	158	174	802	214	228	217	144	803

Considerable fluctuations again occur in the number of passes.

In Moulmein *St. Augustine's school* has suffered from changes in its staff and general want of supervision, owing to the illness of its late Superintendent, the Rev. J. Fairclough.

St. Joseph's Convent continues to do very thorough work.

St. Patrick's on its own showing has fallen off It is to be hoped the management will give the state of the school very serious attention; there is something faulty in the school.

St. Mathew's has suffered greatly from want of proper management.

The *English Girls' High school* in its new building is doing well and will continue to improve.

The progress shown in the *Mizpah Hall* A. B. M. Tamil school is disappointing.

The *A. B. M. Karen school* has increased its number of passes.

The *Cantonment school* well maintains its efficiency.

The *A. B. M. Boys' school* is conducted with its wonted success.

In Toungoo *St. Luke's S. P. G. school* has gained more passes on the whole than before. Standard I, however, has not done so well.

The *R. C. M. school* has greatly fallen off, but may improve if its lower classes can be strengthened.

The *Convent* (*St. Joseph's*) shows some improvement.

The *Paku-Karen Anglo-Vernacular school* has done good work and yearly gains strength.

The *Tavoy Karen school* (*A. B. M.*) again shows decreases in passes. It is difficult to account for its want of success.

UPPER BURMA.

Northern Division.

The number of full passes gained was as below:—

Class of institution.	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	69	61	44	36	210	76	92	71	53	292
Total ...	69	61	44	36	210	76	92	71	53	292

The following are the details for the foregoing schools:—

Division.	District.	Name of school.	Full passes, 1892-93.					Full passes, 1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Northern.	Mandalay ...	A. B. M. Boys' school	24	9	4	11	48	11	20	11	4	46
		R. C. M. Girls' school	8	11	6	5	30	11	12	10	7	40
		S. P. G. Royal school	5	13	12	7	37	15	8	10	12	45
		E. W. M. Boys' school	6	5	4	6	21	7	9	4	5	25
		R. C. M. Boys' school	6	4	5	...	15	...	7	5	1	13
		A. B. M. European Girls'	2	4	2	2	10	2	2	2	5	11
		R. C. M. Tamil school	...	...	2	...	2	...	Closed.		...	....
		A. B. M. Burmese Girls'	7	8	2	1	18	10	9	10	3	32
		A. B. M. Mixed infant	...	...	...	...	...	...	Closed.		...	...
		Maung Shwe Thin's	...	...	...	...	...	12	8	12	7	39
	Shwebo	All Saints S. P. G.	11	7	7	4	29	8	17	7	9	41
		Total ...	69	61	44	36	210	76	92	71	53	292

Registered Aided schools are reduced by two in Mandalay town owing to the closing of the R. C. M. Tamil school and the A. B. M. Infant school. The passes in Standards I to IV have appreciably increased, especially in the 3rd and 4th standards. Maung Shwe Thin's school was this year registered and examined under the Anglo-Vernacular Grant-in-aid Rules.

The St. Joseph's Convent school for girls, Mandalay, gained 40 passes as against 30 last year. This institution did very well at the last Anglo-Vernacular 4th Standard examination held in March 1894, and its pupils secured 5 of the 10 scholarships allotted for Mandalay town.

All Saints S. P. G. school, Shwebo, has this year shown great improvement and the passes have risen from 29 to 41. The technical branch of this institution is also progressing satisfactorily.

Central Division.

Passes in the first four standards have risen from 36 to 44.
The number of passes gained was as below.

Class of institution.	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	12	12	9	3	36	14	11	10	9	44
Total ...	12	12	9	3	36	14	11	10	9	44

The following are the details of passes in the Registered schools :—

Division.	District.	Name of school.	Full passes.									
			1892-93.					1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Central.	Sagaing	R. C. M. Mixed, Nabet	1	5	6	1	13	...	...	...	...	...
		Town school	8	2	3	2	15	11	5	4	7	27
	Lower Chindwin ...	E. W. M. Boys' school, Mônywa ...	3	5	...	...	8	3	6	6	2	17
		Total ...	12	12	9	3	36	14	11	10	9	44

The number of schools has decreased by one owing to the transfer of the R. C. M. school at Nabet to the Indigenous schools list. It was found that there was little desire for English education in this out-of-the-way place, and the Mission could ill-afford to maintain the necessary staff.

The Town school at Sagaing continues to grow and improve, and the passes have risen from 15 to 27. Seven passed by the 4th Standard as against 2 in the previous year.

The E. W. M. school, at Mônywa, under the Revd. T. Thomas' management, has made great advance, the passes having risen from 8 to 17.

A new school-house has been provided and a competent staff of teachers entertained. This school will no doubt supply a want seriously felt by parents in this out-of-the-way town.

Southern Division.

Registered schools have increased by one. The passes gained are about the same as last year. There are at present no registered Anglo-Vernacular Aided schools in the Magwe or Minbu districts.

The number of full passes gained was as below.

Class of institution.	Full passes.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I	II	III	IV		I	II	III	IV	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	13	13	7	5	38	11	9	11	6	37
Total ...	13	13	7	5	38	11	9	11	6	37

The following are the details of passes in registered schools :—

Division.	District.	Name of school.	Full passes.									
			1892-93.					1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I	II	III	IV		I	II	III	IV	
Southern. 1	Pakôkku	E. W. M. Boys' school	8	10	4	5	27	3	7	9	4	23
Southern. 2	Kyauksè	E. W. M. Boys' school	5	3	3	...	11	5	1	2	2	10
Southern. 3	Kyauksè	A. B. M. school, Myittha	...	...	...	...	...	3	1	...	...	4
		Total ...	13	13	7	5	38	11	9	11	6	37

The passes gained in the E. W. M. school at Pakôkku show a slight falling off, especially in the 1st Standard.

The E. W. M. school at Kyauksè shows no improvement whatever and receives little support from the inhabitants.

The A. B. M. Mission opened a small school at Myittha after the withdrawal of the S. P. G. Mission from this sphere of labour. Four pupils passed by the first two standards. It has since been closed.

Eastern Division.

The number of schools on the list has remained the same as last year.

The Burma State Railway school at Yamèthin and the A. B. M. school at Pyinmana show a decrease in the number of passes.

The total passes for the division are about the same as last year.

The number of full passes gained was as below :—

Class of institution.	Full passes.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I	II	III	IV		I	II	III	IV	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	17	16	16	11	60	11	24	14	10	59
Total ...	17	16	16	11	60	11	24	14	10	59

The following are the details for the following schools :—

Division.	District.	Name of school.	Full passes.									
			1892-93.					1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Eastern.	Meiktila ...	A. B. M. Mixed ...	1	2	...	...	3	...	2	2	1	5
	Yamèthin.	A. B. M. Boys', Pyinmana	9	5	9	5	28	6	9	3	3	21
		All Saints S. P. G., Pyinmana.	2	3	2	2	9	3	7	3	4	17
		Railway school, Yamèthin	2	...	...	3	5	...	2	...	...	2
		St. Joseph's R. C. M., Yamèthin.	3	6	5	1	15	2	4	6	2	14
		Total ...	17	16	16	11	60	11	24	14	10	59

The A. B. M. school at Meiktila has not shown any marked improvement during the year. The Superintendent does not appear to have succeeded in overcoming the opposition shown by the people of Meiktila to this school. This is a matter of regret.

In Pyinmana both schools have suffered from the removal of the Headquarters of the district to Yamèthin. The A. B. M. school is well maintained by the Mission, but changes in the staff have reduced the number of passes. All Saints S. P. G. school has improved. Neither has much prospect of any immediate increase in the attendance, and it is to be regretted that two schools should divide so small a field. One would well meet the wants of the place.

In Yamèthin the Railway school does a certain amount of useful work, but its staff has been quite inadequate to the number of classes maintained. It has accordingly been reduced in grade.

St. Joseph's R. C. M. school has been left too much to itself, and has suffered in consequence. As soon as the Superintendent can give it an adequate share of his attention it should improve.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1894.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. — Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school examination (Standards V, VI, & VII). Boys.	Girls.	Upper primary examination (Standards III & IV). Boys.	Girls.	Lower primary examination (Standards I & II). Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic ...	44	21	6	59	1,627	10	1,637	34	1,043	10	1	...	25	...	218	4	...	2,702	120	2,822	432	2,390	...	25	584	...	57·63
		Lay ...	21	4	4	21	900	317	1,217	20	888	317	13	...	70	7	271	93	...	2,712	4,053	6,765	2,670	3,945	150	1	12	...	95·24
		Total ...	65	25	10	80	2,527	327	2,854	54	1,931	327	14	...	95	7	489	97	...	5,414	4,173	9,587	3,102	6,335	150	26	596	...	67·50
	Northern Arakan.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic ...	9	...	5	4	60	...	60	3	39	...	...	...	2	...	11	...	...	587	...	587	75	512	...	1	21	...	75·00
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	9	...	5	4	60	...	60	3	39	...	...	...	2	...	11	...	...	587	...	587	75	512	...	1	21	...	75·00
	Sandoway	Monastic ...	10	13	4	19	319	...	319	6	92	...	...	...	...	...	13	...	...	11	...	11	11	...	...	13	227	...	31·58
		Lay ...	8	3	2	9	322	85	407	9	322	85	6	...	24	7	98	25	333	608	500	1,441	915	470	56	...	...	...	100·00
		Total ...	18	16	6	28	641	85	726	15	414	85	6	...	24	7	111	25	333	619	500	1,452	926	470	56	13	227	...	53·57
Pegu.	Rangoon Town.	Monastic ...	13	5	...	18	563	...	563	7	244	...	2	...	6	...	71	...	...	...	664	664	334	330	...	11	319	...	38·89
		Lay ...	56	8	5	59	2,359	1,550	3,909	52	2,126	1,398	10	3	151	82	724	406	...	...	12,750	12,750	8,368	4,382	..	7	233	152	88·14
		Total ...	69	13	5	77	2,922	1,550	4,472	59	2,370	1,398	12	3	157	82	795	406	...	...	13,414	13,414	8,702	4,712	...	18	552	152	76·62
	Hanthawaddy	Monastic ...	141	47	28	160	3,621	14	3,635	26	736	14	...	...	8	...	319	3	...	673	...	673	673	...	...	134	2,885	...	16·25
		Lay ...	24	16	2	38	830	579	1,409	26	653	425	6	...	57	5	240	111	...	4,958	...	4,958	2,092	2,866	...	12	177	154	68·42
		Total ...	165	63	30	198	4,451	593	5,044	52	1,389	439	6	...	65	5	559	111	...	5,631	...	5,631	2,765	2,866	...	146	3,062	154	26·26
	Pegu	Monastic ...	190	20	22	188	4,837	11	4,848	47	1,414	11	...	...	4	...	393	1	...	...	...	...	...	...	...	141	3,423	...	25·00
		Lay ...	100	25	23	102	2,177	1,723	3,900	70	1,693	1,351	6	...	49	10	554	374	...	8,701	1,195	9,896	5,153	4,743	...	32	484	372	68·63
		Total ...	290	45	45	290	7,014	1,734	8,748	117	3,107	1,362	6	...	53	10	947	374	...	8,701	1,195	9,896	5,153	4,743	...	173	3,907	372	40·34
	Tharrawaddy	Monastic ...	55	23	6	72	1,946	...	1,946	29	1,002	...	...	...	...	...	345	...	...	1,598	50	1,648	1,288	360	...	43	944	...	40·28
		Lay ...	73	13	28	58	1,509	564	2,073	41	1,196	456	25	...	79	5	415	148	...	5,819	1,311	7,130	4,372	2,712	46	17	313	108	70·69
		Total ...	128	36	34	130	3,455	564	4,019	70	2,198	456	25	...	79	5	760	148	...	7,417	1,361	8,778	5,660	3,072	46	60	1,257	108	53·85
	Prome	Monastic ...	226	40	23	243	6,589	...	6,589	24	818	...	...	...	...	...	119	...	...	210	78	288	188	100	...	219	5,771	...	9·88
		Lay ...	35	9	10	34	992	402	1,394	21	773	254	14	...	110	6	318	121	460	2,001	7,354	9,815	4,405	5,410	...	13	219	148	61·76
		Total ...	261	49	33	277	7,581	402	7,983	45	1,591	254	14	...	110	6	437	121	460	2,211	7,432	10,103	4,593	5,510	...	232	5,990	148	16·25
Irrawaddy.	Bassein	Monastic ...	143	19	11	151	3,250	...	3,250	18	687	...	6	...	59	...	246	...	...	1,806	1,469	3,275	1,085	2,190	...	133	2,563	...	11·92
		Lay ...	37	9	7	39	1,043	452	1,495	28	852	331	5	...	84	14	386	116	...	2,707	2,495	5,202	2,473	2,729	...	11	191	121	71·79
		Total ...	180	28	18	190	4,293	452	4,745	46	1,539	331	11	...	143	14	632	116	...	4,513	3,964	8,477	3,558	4,919	...	144	2,754	121	24·21
	Thôngwa	Monastic ...	244	41	24	261	5,831	...	5,831	35	1,376	...	...	...	4	...	324	...	...	688	...	688	688	...	...	226	4,455	...	13·41
		Lay ...	76	20	20	76	2,134	1,126	3,260	53	1,800	907	2	...	91	8	657	305	...	7,226	2,876	10,102	5,196	4,876	30	23	334	219	69·74
		Total ...	320	61	44	337	7,965	1,126	9,091	88	3,176	907	2	...	95	8	981	305	...	7,914	2,876	10,790	5,884	4,876	30	249	4,789	219	26·11

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1894—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. — Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	SCHOOLS UNDER INSPECTION. — Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed — Middle school examination (Standards V, VI, & VII.) Boys.	Girls.	Upper Primary examination (Standards III & IV.) Boys.	Girls.	Lower Primary examination (Standards I & II.) Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—concld.	Henzada	Monastic	68	14	...	82	2,813	...	2,813	34	1,371	...	...	...	47	...	535	...	...	2,423	842	3,265	1,701	1,485	79	48	1,442	...	41·46
		Lay	42	8	12	38	1,010	430	1,440	27	822	352	4	...	81	7	352	156	...	2,915	4,960	7,875	2,950	4,925	...	11	194	78	71·05
		Total	110	22	12	120	3,829	430	4,259	61	2,193	352	4	...	128	7	887	136	...	5,338	5,802	11,140	4,651	6,410	79	59	1,636	78	50·83
	Thayetmyo	Monastic	96	43	38	101	2,479	...	2,479	13	471	...	1	...	19	...	124	...	...	508	718	1,226	406	820	...	88	2,008	...	12·87
		Lay	22	7	3	26	580	320	900	17	447	236	3	1	28	1	106	57	...	2,239	1,268	3,507	1,148	2,359	...	9	133	84	65·38
		Total	118	50	41	127	3,059	320	3,379	30	918	236	4	1	47	1	230	57	...	2,747	1,986	4,733	1,554	3,179	...	97	2,141	84	23·62
Tenasserim.	Moulmein town.	Monastic	6	17	...	23	746	...	746	14	568	...	10	...	57	...	213	...	1,394	...	...	1,394	714	680	...	9	178	...	60·87
		Lay	22	11	1	32	1,017	575	1,592	29	961	558	9	15	62	26	344	176	4,582	...	..	4,582	3,352	1,230	...	3	56	17	90·62
		Total	28	28	1	55	1,763	575	2,338	43	1,529	558	19	15	119	26	557	176	5,976	...	...	5,976	4,066	1,910	...	12	234	17	78·18
	Amherst	Monastic	27	12	3	36	1,547	..	1,547	30	1,360	...	...	...	40	...	344	...	...	3,349	122	3,471	1,311	2,160	...	6	187	...	83·33
		Lay	17	9	6	20	513	338	851	17	474	298	1	...	20	5	131	58	...	2,164	674	2,838	1,338	1,500	...	3	39	40	85·00
		Total	44	21	9	56	2,060	338	2,398	47	1,834	298	1	...	60	5	475	58	...	5,513	796	6,309	2,649	3,660	...	9	226	40	83·93
	Tavoy	Monastic	4	...	...	4	264	...	264	4	264	...	...	...	6	...	84	...	...	811	..	811	316	495	...	...	...	...	100·00
		Lay	19	4	5	18	416	250	666	18	416	250	10	...	20	5	147	68	977	1,998	2,098	5,073	3,191	1,882	...	...	...	...	100·00
		Total	23	4	5	22	680	250	930	22	680	250	10	...	26	5	231	68	977	2,809	2,098	5,884	3,507	2,377	..	...	...	...	100·00
	Mergui	Monastic	3	6	1	8	351	...	351	8	351	...	...	...	3	...	57	...	...	...	89	89	89	...	...	...	...	...	100·00
		Lay	6	1	1	6	175	143	318	6	175	143	...	...	23	10	74	65	...	438	1,149	1,587	1,077	510	...	...	...	...	100·00
		Total	9	7	2	14	526	143	669	14	526	143	...	...	26	10	131	65	...	438	1,238	1,676	1,166	510	...	...	...	...	100·00
	Shwegyin	Monastic	49	10	2	57	2,216	...	2,216	18	843	...	...	...	49	...	265	...	...	1,215	439	1,654	1,354	300	...	39	1,373	...	31·58
		Lay	29	21	7	43	1,352	657	2,009	24	909	373	4	...	85	6	276	118	...	2,976	2,830	5,806	3,407	2,299	100	19	443	284	55·81
		Total	78	31	9	100	3,568	657	4,225	42	1,752	373	4	...	134	6	541	118	...	4,191	3,269	7,460	4,761	2,599	100	58	1,816	284	42·00
	Toungoo	Monastic	71	3	55	19	732	13	745	19	732	13	8	...	24	...	220	10	...	192	554	746	506	240	...	...	...	...	100·00
		Lay	6	5	2	9	463	199	662	9	463	199	19	3	38	5	166	47	...	1,079	2,079	3,158	828	2,230	100	...	...	...	100·00
		Total	77	8	57	28	1,195	212	1,407	28	1,195	212	27	3	62	5	386	57	...	1,271	2,633	3,904	1,334	2,470	100	...	...	...	100·00
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1893-94	Monastic	1,399	334	228	1,505	30,791	48	39,839	369	13,411	48	28	...	353	...	3,901	18	1,394	16,773	5,145	23,312	11,171	12,062	70	1,136	26,380	...	24·52
		Lay	594	173	139	628	17,798	9,710	27,508	467	14,970	7,923	137	59	1,072	209	5,259	2,424	6,352	48,541	47,592	1,02,485	52,935	49,068	482	161	2,828	1,777	74·36
		Total	1,993	507	367	2,133	57,589	9,758	67,347	836	28,381	7,981	165	59	1,425	209	9,160	2,442	7,746	65,314	52,737	1,25,797	64,106	61,130	561	1,297	29,208	1,777	39·19
	For 1892-93	...	2,215	512	734	1,993	53,184	9,189	62,373	752	25,822	7,874	117	8	1,361	156	8,078	2,361	6,266	60,110	52,358	1,18,734	52,933	65,468	333	1,241	27,362	1,315	37·73
	For 1893-94	Increase	...	..	...	140	4,405	569	4,974	84	2,559	107	48	51	64	53	1,082	81	1,480	5,204	379	7,063	11,173	...	228	56	1,846	462	1·46
		Decrease	222	5	367	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	4,338	...	...	...	...	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. — Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic ...	10	..	...	10	198	...	198	...	...	..
		Lay	45	1	...	46	1,101	390	1,491	28	791	296
		Total ...	55	1	...	56	1,299	390	1,689	28	791	296
	Pegu	Monastic ...	3	...	...	3	74	...	74	...	...	...
		Lay	36	2	2	36	770	410	1,180	21	530	320
		Total ...	39	2	2	39	844	410	1,254	21	530	320
	Tharrawaddy	Monastic ...	1	...	...	1	30	...	30	...	...	...
		Lay	26	1	...	27	716	253	969	19	543	325
		Total ...	27	1	...	28	746	253	999	19	543	325
Irrawaddy.	Bassein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	111	13	6	118	2,087	1,411	3,498	95	1,805	1,222
		Total ...	111	13	6	118	2,087	1,411	3,498	95	1,805	1,222
	Thôngwa	Monastic ...	2	...	...	2	34	...	34	...	...	...
		Lay	94	18	5	107	2,124	1,339	3,463	69	1,533	940
		Total ...	96	18	5	109	2,158	1,339	3,497	69	1,533	940
	Henzada	Monastic ...	1	...	...	1	39	...	39	1	39	...
		Lay	43	2	1	44	817	665	1,482	37	689	585
		Total ...	44	2	1	45	856	665	1,521	38	728	585
Tenasserim.	Amherst	Monastic ...	21	1	3	19	814	...	814	18	796	...
		Lay	23	10	1	32	685	370	1,055	31	666	366
		Total ...	44	11	4	51	1,499	370	1,869	49	1,462	366
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	3	...	...	3	56	49	105	3	56	49
		Total ...	3	...	...	3	56	49	105	3	56	49
	Mergui	Monastic ...	1	...	...	1	20	...	20	...	...	...
		Lay	9	1	1	9	111	118	229	9	111	118
		Total ...	10	1	1	10	131	118	249	9	111	118
	Shwegyin	Monastic ...	...	...	...	..	...	...	...	...	...	...
		Lay	13	...	6	7	223	128	351	7	223	128
		Total ...	13	...	6	7	223	128	351	7	223	128
	Toungoo	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	30	13	8	35	885	451	1,336	35	885	451
		Total ...	30	13	8	35	885	451	1,336	35	885	451
	Salween	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	2	...	1	1	13	10	23	1	13	10
		Total ...	2	...	1	1	13	10	23	1	13	10
	For 1893-94	Monastic ...	39	1	3	37	1,209	...	1,209	19	835	...
		Lay	435	61	31	465	9,588	5,594	15,182	355	7,845	4,710
		Total ...	474	62	34	502	10,797	5,594	16,391	374	8,680	4,710
	For 1892-93 ...	.....	457	62	45	474	9,939	4,783	14,722	356	8,159	4,099
	For 1893-94	Increase ...	17	..	...	28	858	811	1,669	18	521	611
		Decrease ...	...	...	11	...	...	...	...	...	...	...

Statistical Summary of Mahomedan Schools

Arakan.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	6	6	4	8	295	46	341	5	201	37
		Total ...	6	6	4	8	295	46	341	5	201	37
Pegu	Rangoon Town	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	2	...	1	1	89	23	112	1	89	23
		Total ...	2	...	1	1	89	23	112	1	89	23
Tenasserim.	Moulmein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	...	7	...	7	260	98	358	...	...	...
		Total ...	...	7	...	7	260	98	358	...	...	...
	For 1893-94	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	8	13	5	16	644	167	811	6	290	60
		Total ...	8	13	5	16	644	167	811	6	290	60
	For 1892-93 ...	.....	7	2	1	8	372	74	446	6	332	74
	For 1893-94	Increase ...	1	11	4	8	272	93	365	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	42	14

for the official year ending 31st March 1894.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle school examination (Standards V, VI, & VII).		*Upper Primary examination (Standards III & IV).*		*Lower Primary Examinations (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	...	10	198	...	...
1	...	73	19	206	72	...	5,813	...	5,813	2,453	3,360	...	18	310	94	60·87
1	...	73	19	206	72	...	5,813	...	5,813	2,453	3,360	...	28	508	94	50·00
...	...	...	...	...	...	...	...	...	...	...	...	...	3	74	...	...
4	2	78	40	173	93	...	4,595	...	4,595	2,435	2,160	...	15	240	90	58·33
4	2	78	40	173	93	...	4,595	...	4,595	2,435	2,160	...	18	314	90	53·85
...	...	...	...	...	...	...	...	...	...	...	...	...	1	30	...	...
3	1	43	38	120	62	...	3,382	...	3,382	1,774	1,608	...	8	173	28	70·37
3	1	43	38	120	62	...	3,382	...	3,382	1,774	1,608	...	9	203	28	67·86
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	123	71	447	262	...	10,456	...	10,456	4,948	5,508	...	23	282	189	80·51
...	...	123	71	447	262	...	10,456	...	10,456	4,948	5,508	...	23	282	189	80·51
...	...	...	...	...	...	...	...	...	...	...	...	...	2	34	...	...
6	3	94	27	563	274	...	10,736	...	10,736	4,670	6,066	...	38	591	399	64·49
6	3	94	27	563	274	...	10,736	...	10,736	4,670	6,066	...	40	625	399	63·30
...	...	...	...	2	. .	...	...	...	...	...	...	...	...	...	...	100·00
2	...	67	29	258	171	...	3,945	...	3,945	2,121	1,824	...	7	128	80	84·09
2	...	67	29	260	171	...	3,945	...	3,945	2,121	1,824	...	7	128	80	84·44
...	..	4	...	65	...	...	333	95	428	380	48	...	1	18	...	94·74
7	4	50	17	209	97	...	3,710	118	3,828	2,463	1,360	...	1	19	4	96·87
7	4	54	17	274	97	...	4,043	213	4,256	2,848	1,408	...	2	37	4	96·08
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	10	11	...	72	220	292	72	220	...	...	...	...	100·00
1	...	...	...	10	11	...	72	220	292	72	220	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	1	20	...	...
...	...	3	3	31	38	...	800	...	800	368	432	...	...	...	...	100·00
...	...	3	3	31	38	...	800	...	800	368	432	...	1	20	...	90·00
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	...	24	9	61	36	...	433	514	947	803	144	...	...	...	...	100·00
9	...	24	9	61	36	...	433	514	947	803	144	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	5	89	24	223	118	...	2,099	1,448	3,547	2,107	1,440	...	...	...	...	100·00
25	5	89	24	223	118	...	2,099	1,448	3,547	2,107	1,440	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	2	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	4	2	...	...	...	...	...	...	...	...	...		100·00
...	...	4	...	67	...	...	333	95	428	380	48	...	18	374	..	51·35
58	15	644	277	2,305	1,236	...	46,041	2,300	48,341	24,219	24,122	...	110	1,743	884	76·34
58	15	648	277	2,372	1,236	...	46,374	2,395	48,769	24,599	24,170	...	128	2,117	884	74·50
21	3	538	213	2,176	880	...	42,012	2,752	44,764	19,527	25,237	...	118	1,780	684	75·11
37	12	110	64	196	350	...	4,362	...	4,005	5,072	...	...	10	337	200	...
...	...	...	...	...	...	...	...	357	...	...	1,067	...	...	...	...	00·61

for the official year ending 31st March 1894.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	40	1	...	768	...	768	24	744	...	3	94	9	62·50
...	...	1	...	40	1	...	768	...	768	24	744	...	3	94	9	62·50
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	3	...	45	11	...	...	195	195	195	...	...	...	...	...	100·00
...	...	3	...	45	11	...	...	195	195	195	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	7	260	98	...
...	...	...	..	...	...	...	...	...	...	..	...	...	7	260	98	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	85	12	...	768	195	963	219	744	...	10	354	107	37·50
...	...	4	...	85	12	...	768	195	963	219	744	...	10	354	107	37·50
...	...	9	...	51	5	...	726	77	803	203	600	...	2	40	...	75·00
...	...	...	...	34	7	...	42	118	160	16	144	...	8	314	107	...
...	..	5	...	...	...	...	...	...	...	...	...	...	...	...	...	37·5

Statistical Summary of Indigenous Burmese Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.								AIDED
			Number of Institutions.				Attendance.				Attendance.
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.	Number of schools.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Northern.	Mandalay Town	Monastic ...	107	57	23	141	2,538	8	2,596	14	374	8
		Lay ...	76	25	13	88	1,655	1,558	3,213	46	1,200	1,110
		Total ...	183	82	36	229*	4,243	1,566	5,809	60	1,574	1,118
	Mandalay District	Monastic ...	40	3	9	34	650	6	656	7	191	...
		Lay ...	17	4	2	19	184	224	408	13	180	211
		Total ...	57	7	11	53	834	230	1,064	20	371	211
	Bhamo	Monastic ...	37	2	28	11	189	...	189	9	171	...
		Lay ...	3	9	...	12	80	112	192	5	64	52
		Total ...	40	11	28	23†	269	112	381	14	235	52
	Katha	Monastic ...	38	1	35	4	97	...	97	4	97	...
		Lay ...	1	4	...	5	39	44	83	2	30	30
		Total ...	39	5	35	9	136	44	180	6	127	30
	Ruby Mines	Monastic ...	14	...	14	...	...	...	...	...	...	...
		Lay ...	2	6	...	8	51	82	133	8	51	82
		Total ...	16	6	14	8	51	82	133	8	51	82
	Shwebo	Monastic ...	51	34	17	68	1,175	...	1,175	10	185	...
		Lay ...	14	...	2	12	100	176	276	11	100	162
		Total ...	65	34	19	80	1,275	176	1,451	21	285	162
Central.	Ye-u	Monastic ...	72	...	42	30	570	...	570	3	90	...
		Lay ...	2	...	2	...	...	...	...	...	...	...
		Total ...	74	...	44	30	570	...	570	3	90	...
	Sagaing	Monastic ...	177	1	153	25	573	...	573	11	327	...
		Lay ...	42	6	26	22	230	306	536	15	173	236
		Total ...	219	7	179	47	803	306	1,109	26	500	236
	Lower Chindwin	Monastic ...	130	6	4	132	2,416	...	2,416	11	291	...
		Lay ...	29	11	...	40	336	552	888	23	227	361
		Total ...	159	17	4	172	2,752	552	3,304	34	518	361
	Upper Chindwin	Monastic ...	86	17	14	89	1,482	...	1,482	1	14	
		Lay ...	5	1	1	5	59	40	99	3	45	27
		Total ...	91	18	15	94	1,541	40	1,581	4	59	27
Southern.	Pakôkku	Monastic ...	134	69	48	155	2,678	...	2,678	24	544	...
		Lay ...	15	...	2	13	169	138	307	7	105	83
		Total ...	149	69	50	168	2,847	138	2,985	31	649	83
	Minbu	Monastic ...	173	79	60	192	3,620	...	3,620	28	577	...
		Lay ...	13	6	4	15	158	212	370	7	97	107
		Total ...	186	85	64	207	3,778	212	3,990	35	674	107
	Magwe	Monastic ...	90	38	23	105	2,174	...	2,174	16	448	...
		Lay ...	10	6	...	16	314	194	508	11	242	142
		Total ...	100	44	33	121	2,488	194	2,682	27	690	142
Eastern.	Kyaukse	Monastic ...	19	3	2	20	405	...	405	12	303	...
		Lay ...	15	...	2	13	188	179	367	12	188	162
		Total ...	34	3	4	33	593	179	772	24	491	162
	Meiktila	Monastic ...	101	6	6	101	2,129	...	2,129	39	1,155	...
		Lay ...	13	6	1	18	124	345	469	16	122	322
		Total ...	114	12	7	119	2,253	345	2,598	55	1,277	322
	Yamèthin	Monastic ...	281	140	19	402	9,526	...	9,526	35	1,052	...
		Lay ...	21	8	...	29	485	373	858	11	254	247
		Total ...	302	148	19	431	10,011	373	10,384	46	1,306	247
	Myingyan	Monastic ...	202	...	23	179	2,502	...	2,502	24	569	...
		Lay ...	38	14	8	44	315	641	956	27	274	432
		Total ...	240	14	31	223	2,817	641	3,458	51	823	432
	For 1893-94	Monastic ...	1,752	455	520	1,688	32,774	14	32,788	248	6,388	8
		Lay ...	316	106	63	359	4,487	5,176	9,663	217	3,312	3,766
		Total ..	2,068	562	583	2,047	37,261	5,190	42,451	465	9,720	3,774
	For 1892-93 ...	.....	3,371	860	2,163	2,068	37,624	5,176	42,800	503	10,071	3,631
		Increase ...	..	...	...	...	...	14	...	...	...	143
		Decrease ...	1,303	298	1,580	21	363	...	349	38	351	...

* Mandalay Town includes three
† Bhamo includes one aided
‡ Yamèthin includes eight aided

for the year ending the 31st March 1894.

INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED.						DIRECT EXPENDITURE FROM PUBLIC FUNDS								ATTENDANCE.		
Middle School examinations (Standards V, VI, and VII).		*Upper Primary examinations (Standards III, and IV).*		*Lower Primary examinations (Standards I and II).*		Provincial funds.	Local Cess funds.	Municipal funds.	Total.	*Detail of amount in column 23.*			Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					Results-grants.	Salary-grants.	Miscellaneous.				
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
5	...	35	...	142	2	1,885	...	...	1,885	660	1,225	...	127	2,214	...	9·93
2	...	78	74	388	362	4,513	...	...	4,513	3,233	1,280	...	42	455	448	52·27
7	...	113	74	530	364	6,398	...	...	6,398	3,893	2,505	...	169	2,669	448	26·20
...	...	...	...	43	...	85	..	...	85	85	...	...	27	459	6	20·59
...	...	13	3	58	79	1,575	...	...	1,575	414	1,161	...	6	4	13	68·42
...	...	13	3	101	79	1,660	...	...	1,660	499	1,161	...	33	463	19	37·74
..	...	4	...	34	...	246	..	..	246	246	...	...	2	18	...	81·82
2	...	5	10	20	18	297	..	...	297	64	233	...	7	16	60	41·67
2	...	9	10	54	18	543	...	...	543	310	233	..	9	34	60	60·87
...	...	...	...	10	...	36	...	...	36	36	...	...	...	...	...	100·00
..	...	...	2	11	9	555	...	...	555	43	480	32	3	9	14	40·00
...	...	...	2	21	9	591	...	...	591	79	480	32	3	9	14	66·67
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	4	345	...	...	345	45	300	...	...	...	...	100·00
...	...	...	...	3	4	345	...	...	345	45	300	...	...	...	...	100·00
...	...	12	...	61	...	164	...	...	164	164	...	...	58	990	...	14·71
...	...	2	8	24	52	993	...	...	993	303	690	...	1	...	14	91·67
...	...	14	8	85	52	1,157	...	...	1,157	467	690	...	59	990	14	26·25
3	...	8	...	24	...	1,254	...	...	1,254	299	955	...	27	480	...	10·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	8	...	24	...	1,254	...	...	1,254	299	955	...	27	480	...	10·00
14	...	80	...	116	...	3,017	...	...	3,017	1,118	1,899	...	14	246	...	44·00
...	...	6	5	37	73	1,207	...	...	1,207	384	823	...	7	57	70	68·18
14	...	86	5	153	73	4,224	...	...	4,224	1,502	2,722	...	21	303	70	55·32
...	...	12	...	86	...	711	...	..	711	276	435	...	121	2,125	...	8·33
1	...	14	10	91	117	2,334	...	...	2,334	919	1,415	...	17	109	191	57·50
1	...	26	10	177	117	3,045	...	...	3,045	1,195	1,850	...	138	2,234	191	19·76
...	...	...	...	4	...	255	.	...	255	105	150	...	88	1,468	...	1·12
...	...	...	...	21	8	679	..	...	679	89	590	...	2	14	13	60·00
...	...	...	...	25	8	934	...	...	934	194	740	...	90	1,482	13	4·26
...	...	2	...	117	...	182	...	...	182	182	...	...	131	2,134	...	15·48
...	...	14	1	34	27	415	..	...	415	195	220	...	6	64	55	53·85
...	...	16	1	151	27	597	...	...	597	377	220	...	137	2,198	55	18·45
...	...	...	..	154	...	644	...	...	644	164	480	...	164	3,043	...	14·58
...	...	3	1	33	38	617	...	...	617	267	350	...	8	61	105	46·67
...	...	3	1	187	38	1,261	...	...	1,261	431	830	...	172	3,104	105	16·91
...	...	...	...	112	...	541	...	.	541	541	...	...	89	1,726	...	15·24
...	...	12	2	117	67	2,248	...	...	2,248	1,008	1,240	...	5	72	52	68·75
...	...	12	2	229	67	2,789	...	...	2,789	1,549	1,240	...	94	1,798	52	22·31
...	...	22	...	85	..	230	...	...	230	160	70	...	8	102	...	60·00
...	...	10	...	74	51	1,044	...	...	1,044	338	706	...	1	...	17	92·31
...	...	32	...	159	51	1,274	...	...	1,274	498	776	...	9	102	17	72·73
1	...	38	...	301	...	825	...	...	825	735	90	...	62	974	...	38·61
...	...	8	11	41	88	551	...	..	551	321	230	...	2	2	23	88·89
1	...	46	11	342	88	1,376	...	...	1,376	1,056	320	...	64	976	23	46·22
...	...	9	..	168	...	201	...	...	201	161	40	...	367	8,474	...	8·71
7	...	15	7	100	97	1,833	...	...	1,833	343	1,490	...	18	231	126	37·93
7	...	24	7	268	97	2,034	...	...	2,034	504	1,530	...	385	8,705	126	10·67
...		1	...	163	...	322	...	...	322	322	...	...	855	1,933	...	13·41
1	..	11	13	76	138	1,409	...	...	1,409	604	805	...	17	61	209	61·36
1	...	12	13	239	138	1,731	...	..	1,731	926	805	...	172	1,994	209	22·87
23	...	223	...	1,620	2	10,598	...	...	10,598	5,254	5,344	...	1,440	26,386	6	14·69
13	...	191	147	1,128	1,228	20,615	...	...	20,615	8,570	12,013	32	142	1,155	1,410	60·45
36	...	414	147	2,748	1,230	31,213		...	31,213	13,824	17,357	32	1,582	27,541	1,416	32·72
40	1	364	66	2,485	985	39,342		...	39,342	20,741	18,601	...	1,565	27,553	1,545	24·32
...	...	50	81	263	245	...	...	...	...	...	...	32	17	...	..	...
4	1	...	...	...	...	8,129	...	...	8,129	6,917	1,244	...	...	12	129	1·60

aided Mahomedan schools with 161 pupils.
Kachin school with 33 pupils.
Mahomedan schools with 165 pupils.

B.—Indigenous Schools.

63. The following are the leading statistics for the two years:—

Description.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	4,061	105,173	4,172	109,633
Karen	474	14,722	502	16,391
Mahomedan	10	606	27	1,137
Total ...	4,545	120,501	4,701	127,161

64. Full passes were as follows:—

Description.	1892-93.		1893-94.		Total.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.
Burmese	1,947	13,909	2,184	15,519	4,131	29,428
Karen	751	3,062	925	3,608	1,676	6,670
Mahomedan...	22	121	15	158	37	279
Total ...	2,720	17,092	3,124	19,285	5,844	36,377

65. The various forms of aid to Indigenous schools remain the same, namely:—

(*a*) *Results-grants system.*—This is the mainstay of all Vernacular schools and the increasing amount earned is a good indication that education is improving. As Certificated Managers increase, the amount payable under this head will also increase.

Monastic schools have not availed themselves to any great extent of the extension of this system to their schools. As indicated in an earlier section they find arithmetic an insurmountable obstacle.

(*b*) *The salary-grant system.*—There is a disposition on the part of Certificated Teachers to consider themselves a permanent charge in the Department. They exhibit the greatest reluctance to establish schools of their own, chiefly because it means a decrease in pay.

Certificated Managers are increasing slowly. Managers, on the other hand, are getting to leave all the work to their Certificated Assistant Teachers and reaping the pecuniary benefit. It is a good speculation for managers who want a steady income with very little to do for it. They will dispense with their Certificated Assistant Teachers altogether rather than pay half salary-grants. This is very detrimental to village schools, as it very often happens that the Certificated Assistant Teacher had charge of the higher classes which the Manager could not conduct. The system of half salary-grants will never be popular either with Managers or Assistant Teachers, but may be retained for use in the larger schools of more advanced localities. Certificated Managers on temporary salary and Certificated Assistant Teachers employed as itinerant teachers will, I think, be found to do more for the advancement of Vernacular education. The Municipalities and District Cess Funds find it very expensive to employ Certificated

Assistant Teachers as largely as they should be employed. The employment of Certificated Assistant Teachers helps education in certain few centres: what we want is to have it more evenly spread all over the country.

(*c*) *Teachers' certificate system.*—This has been successfully inaugurated on the new basis and the results for the year have been very encouraging. The teachers in indigenous schools have shown great desire to pass and great numbers appeared for the examination in March.

(*d*) *The Karen teachers' certificate system.*—This remains the same as last year and works well. Village communities avail themselves largely of this system of aid.

(*e*) *The Pupil teachers' system.*—The new system, though now in force, has scarcely had a fair trial. This is the first year pupils have had the opportunity of passing the primary grade test under the new rules. From next year we hope to have pupil-teachers, Vernacular and Anglo-Vernacular, regularly at work under the Rules, Section VIII, paragraph 135 of the Code.

66. General statistics of Burmese Indigenous schools:—

	1892-93.	1893-94.	Increase.	Decrease.
Schools	4,061	4,172	111	...
Pupils	105,173	109,633	4,460	...
Full passes { I and II	13,909	15,519	1,610	...
Full passes { III and IV...	1,947	2,184	237	...
Grants paid	73,674	77,930	4,256	...
Grants earned	91,035	96,605	5,570	...
Certificated Managers	57	75	18	...
Certificated Assistant Teachers	220	173	...	47

67. In the following paragraphs full information is given as to the condition of education, each division being taken separately.

LOWER BURMA.

Arakan Division.

Education is slowly progressing in this division, though the division as a whole is still in a very backward state. The progress has been confined entirely to the Akyab and Sandoway districts. The number of schools, passes, and pupils has increased by 20, 11, and 24 per cent. respectively. Very few pupils get beyond the Upper Primary standards. The average monthly school fee levied is about one-third of that levied in other divisions. In consequence temporary salary-grants have proved a failure.

Itinerant Teachers and Certificated Managers on a small fixed salary would, I feel sure, be a distinct success. Except in the Kyaukpyu district and the Arakan Hill Tracts, the people as a whole seem anxious for education and are willing to pay for it according to their means. Kyaukpyu district itself is improving in this respect, and there are now a few schools which levy fees.

The Township Officers might do more for education in this division. They have with one or two exceptions done very little to assist the Educational Officers.

Female education is also progressing, but it is still almost entirely confined to the Lower Primary standards. Parents hesitate before sending their girls to mixed schools. I hope next year to see some schools for girls only started under Certificated Mistresses; pupils would then remain much longer at school and many would in consequence be able to pass by the higher standards.

AKYAB DISTRICT (BURMESE).

Education is progressing in this district. There has been a marked progress in the Pauktaw and Rathedaung township, but a falling off in Kaladan and Urittaung townships, owing to the withdrawal of Certificated Assistant Teachers from those schools which were unable to muster the required 50 pupils.

The district as a whole, however, is still in a very backward condition. Except in the large towns, Certificated Assistant Teachers have not met with success. Maung La So Pyu's and Maung Tun Aung Pyu's Lay schools have done good work, and are certainly the two best indigenous schools in this district, but I regret to say that U. Sanda's Monastic school, Urittaung, has done almost nothing.

Arakan Hill Tracts.

Since the closing of the Government Primary school at Paletwa, there has been really no instruction given anywhere, except in a monastery at Paletwa containing about 12 boys.

Kyaukpyu District.

This is the most backward district of any in Lower Burma. The people are extremely poor, and till now have been unwilling to pay anything for education. Both the Certificated Assistant Teachers are in Monastic schools, where no fees are levied.

There are, I am glad to say, signs of better times. A good Municipal Vernacular school in which fees are levied has just been started at Ramree town, with a staff of two Certificated Teachers.

The Township Officer has given us great assistance. There are also two other lay schools which now collect fees. It will be noticed that the number of public schools and pupils has decreased. Cheduba township stands first educationally, but the number of schools and pupils even here has decreased.

Anglo-Vernacular education in preference to Vernacular is in demand in certain parts (*e. g.*, in Ramree and Sane); but the people refuse to pay the required minimum fee of Re. 1. Travelling teachers would, I think, be a success in this district.

Subdivisional Officers Maung Tet Kaing and Maung Po Myit have shown interest in the cause of education.

Sandoway District.

Education is progressing in this district. The number of schools and pupils shows a satisfactory increase. The district, however, is still in a very backward condition, and the people, though wishing for education, are much too poor to pay for it.

At the beginning of the year there was one Certificated Manager at Gwachaung and one Certificated Teacher at Sandoway. Now there are three Certificated Managers and no Certificated Assistant Teacher, and this is a satisfactory change. Except at headquarters, Certificated Assistant Teachers do not succeed.

Maung San Do Aung, Township Officer, Gwachaung, has been of great help to the Educational Officers.

The three best indigenous schools are the American Baptist Mission Chin school, Sandoway; Maung Ma Mu's Lay school, Sandoway; and Maung Tha Taw's Lay school, Gwachaung. The number of unrecognised schools remains almost the same as last year.

Pegu Division.

Education has advanced during the year under report. The increase in the number of schools is contributed to by all the districts except Pegu, which has the same number as last year. Tharrawaddy is the only district which returns a decrease in the number of pupils. There is an increase in the number of passes by the Lower Primary, although Rangoon town shows a large falling off. The decrease in the Upper Primary passes took place in the Pegu and Prome districts.

Grants earned have increased in every district. Tharrawaddy district has earned more than the amount assigned. The largest increases are in Rangoon town and Hanthawaddy.

The increase in Certificated Managers and the decrease in the Certificated Assistant Teachers are gratifying, pointing, as they do, to the ultimate independence of lay schools.

RANGOON TOWN DISTRICT.

Vernacular education in Rangoon continues in the hands of lay teachers, and is not making as satisfactory progress as might be expected. The falling off in passes is almost wholly in Standard I.

Monastic schools show no improvement; that of U Thilawuntha at Pazundaung has continued to fall off, and the salary-grant ceased from the end of the year.

The figures for the Kemmendine Girls' school and the Old Convent, both vernacular institutions, are taken into account, though not strictly speaking indigenous, as they were established and are carried on under European agency.

The grants paid to them are for the first time included, hence the large increases shown. Otherwise the earnings for the year under report are Rs. 8,778-2-0 or Rs. 2-2 0 more than in 1892-93.

Tuition fees are being paid with greater readiness, and as a consequence Certificated Managers are steadily making their way.

HANTHAWADDY DISTRICT.

The number of schools and pupils has increased and this is chiefly in the Kungyangôn and Tunte townships. The increased number of passes in all standards, except the third, is satisfactory. The passes in Standard V are all from Tunte township.

There is a large increase in grants earned chiefly in the Hmawbi township. This township has made great improvement. Hlaing township, which is the most backward with fewer pupils, has greatly increased its passes. There is still, however, much to be done.

Maung Yin Maung, Circle Thugyi of Leingôn, has done a great deal for the education of Leingôn. Aung Shwe Zan, merchant of Paukkôn, near Ôkkan, takes a great interest in school work.

The following pôngyis are to be recommended for their zeal in education: U Pandi, U Kwema, U Thagara, and U Thuzata, Theinchaung; U Nyana, Togyaunggale.

The following managers have done good work: Ôn Gaing, Pyawbwè; Maung E, Kanaungto; Ba Chit and Shwe Wa, Tunte; Ôn Gaing, Tamanaing; Maung Hnya, Ôkkan; Tha Dun Aung, Leingôn.

PEGU DISTRICT.

There has been a decrease in the number of schools in Payagale, Kawa, and Pagandaung townships; but this is made up for by the increased number in Kyauktan and Paunglin. Payagale and Kawa are, however, the only townships which show a decrease in the number in attendance.

There is a gratifying increase in the number of passes by the Lower Primary standard, but the Upper Primary passes have decreased, chiefly in Kawa and Pagandaung, and Kawa and Paunglin townships alone show a decrease in results-grants earned.

Kawa and Paunglin are backward townships.

Certificated Managers have been established at Thanatpin, Nangalôn, and Kawa.

The following teachers deserve mention: Maung Shwe U Hlègu; Maung Po Han, Kawa; Maung Pyu Win, Kyauktan; Pôngyi U Takainda, Tagaw; Maung Ko, Pegu.

Mr. Fraser, the Deputy Commissioner, has given the Educational Officers much help.

THARRAWADDY DISTRICT.

There is a decrease in the number of schools in Gyobingauk town, Gyobingauk township, and Tapun township, the other townships showing an increase. The decrease is due to inefficient schools having been transferred to the "Private School" list. There is a net increase of two schools.

Although there is a net decrease in the number of pupils, due to the fact that the schools struck off the list were in larger towns, *e.g.*, Gyobingauk, whereas the increase in the number of schools took place in jungle villages.

The passes obtained are satisfactory. The decrease in Standard V is chiefly due to fewer pupils having been presented by Maung Sein, Ôkpo.

Certificated Assistant Teachers are with some success being induced to become Certificated Managers and to open their own schools.

Minhla township is the most advanced educationally and Monyo township the least so. In the latter there is a great opposition to the fee system.

The Town Committee of Gyobingauk do little to foster vernacular education, which is not flourishing there.

Maung Po Hla, Myoôk, President of the Town Committee of Letpadan, has shown commendable zeal in encouraging education. By raising subscriptions, he has been able to build a very good school in Letpadan. Maung Pein Tike, Thugyi, Kyelet circle, also deserves mention.

Maung Sein, Lay School, Manager, Ôkpo, does very good work. His school is deservedly popular.

PROME DISTRICT.

There has been an increase in the number of schools and pupils, and it is due to schools having been transferred from the Private to the Public List. There is a decrease in the passes by Standards III and IV, due to the abolition of two lay schools. Higher education shows a slight increase. Certificated Managers have increased by one and Certificated Assistant Teachers have decreased by five; the latter were withdrawn from undeserving schools in five townships.

Mahathaman and Padaung townships are still very backward. Shwele and Shwedaung townships are almost in the same position as last year. Paungdè town has greatly improved. Prome town maintains its high level. Maung Hmat's school is one of the best lay schools in Burma. In addition to this school, the following deserve mention: Maung Ba's school, Prome town; Maung So's school, Shwedaung town; Maung Aung Dôk's school, Padigôn; Maung Tha Cho's school, Paungdè; Maung Hmat's school, Prome town.

Lieutenant-Colonel C. A. Cresswell, Deputy Commissioner, takes a keen interest in the educational work of the district. The relations of the Department with him have been very pleasant.

Irrawaddy Division.

Satisfactory progress has been made during the past year in this division. The number of schools, pupils, and passes has increased by 6, 14, and 24 per cent. respectively.

Most progress has been made in Thôngwa district. Education is still confined to the Upper and Lower Primary standards. The fee levied in most Burmese schools is the normal one, but in some parts Managers find it difficult to collect even this. The pôngyis seem willing for education, and in many places are anxious for Certificated Assistant Teachers.

In the Bassein district, where the monastic schools are very crowded, travelling Certificated Assistant Teachers would be useful.

Township Officers have done very little to advance education in this district.

THÔNGWA DISTRICT.

There has been satisfactory progress. The number of schools, pupils, and passes has increased by 5, 17, and 35 per cent. respectively. The number of Certificated Assistant Teachers has also increased by 57 per cent.

Female education has also progressed. In this, as in most other districts, there is a demand for schools for girls only, with Certificated Mistresses. The fee levied in almost all parts of this district is the normal one.

The Deputy Inspector of Schools should encourage the formation of schools with Certificated Managers. Township Officers have done very little to advance education among the Burmese in this district.

BASSEIN DISTRICT.

Education does not make much advance in this district. We need a more active Deputy Inspector of Schools. His work has been very unsatisfactory. There has been a slight increase in the number of schools, pupils, and passes. Of the passes 82 per cent. are in the Lower Primary standards, 17 per cent. in the Upper Primary, and only 1 per cent. in the higher standards.

Female education is progressing. There has been an increase in the number of pupils and passes in all standards. It has been found difficult to establish good lay schools in the district, owing to the great number of monastic schools, and to the fact that the people are unwilling to pay school fees. The pôngyis, however, are willing to register their schools, but are unable to teach the required subjects.

The Township Officers who have done anything to promote education in this district are Maung Dwe, Myoôk, Kyônpyaw, and Maung Lu, Thugyi, Chaunggôn.

Most of the townships show progress, but Yegyi township is still in a very backward condition.

The following schools have done good work during the past year: U Pandi's Monastic school, Padaukchaung; Maung Hmu's Lay school, Talainggyaung; U Nandiya's Monastic school, Kangyidaung; Maung Pyu's Lay school, Kyônpyaw; and Maung Shwe Hla's Certificated Manager, Wetchaung.

The Deputy Commissioner, Mr. Hartnoll, has helped the Educational Officers considerably.

HENZADA DISTRICT.

There is a satisfactory increase in the number of schools, pupils, and passes in this district. The greatest progress has been made in Henzada township, and satisfactory progress has also been made in Myanaung, Zalun, and Kyangin townships. In Henzada and Kyangin towns, however, there has been a considerable falling off in the number of pupils, schools, &c., owing to the closing of certain schools after the withdrawal of their salary-grants by Government. Though there is an increase in the number of pupils, boys and girls together, there is a considerable decrease in the number of girls attending school.

This is accounted for by the bad paddy season, in consequence of which parents have not been able to send both their sons and daughters to school.

The best schools in this district are Maung Po Kyaw's and Maung Po Ka's, Henzada town; Maung Po Kyaw's, Zalun town; and Maung Myat Tha Zan's, Ôkpo, all being Certificated Managers.

The Certificated Assistant Teachers, Maung An Gyi and Maung Pe, have done genuine work during the past year.

Managers find great difficulty in collecting fees in some parts.

Maung Po Bye, while in charge of Myanaung subdivision, gave us much help.

Maung Ba Tu (2) took some interest in education, as did also Maung Maung (thugyi), Taungbataya circle.

THAYETMYO DISTRICT.

This district shows progress. Myede and Sinbaungwè townships have retrograded. Mindôn township, though unhealthy, has on the whole improved; the others show progress. There are a few lay schools in this district and many pôngyis still refuse Government recognition.

U Wilatha, Allanmyo, is a notable exception. His school is a 7th Standard one and is the best school in the district. Maung Po Nè's school Thayetmyo town, also deserves mention.

The difficulty of collecting fees still exists to a large extent in this district.

It is to be regretted that the school fund of Allanmyo Town Fund was not sufficient to pay in full the results-grants earned. It is feared that it will be the same next year.

Tenasserim Division.

There has been progress in the division as a whole.

In the Tavoy and Shwegyin districts there are decreases, which in the latter case will probably disappear next year and it may be hoped that the Tavoy district, and especially Tavoy town, will show improvement.

In Moulmein town and the Toungoo district the progress made is satisfactory.

MOULMEIN TOWN.

Work in Moulmein town has been closely looked after by Deputy Inspector Maung Waik, and in nearly all quarters of the town progress is evident.

The Deputy Inspector reports that many monks show less suspicion of secular education than formerly, and are beginning to allow arithmetic to be taught in their kyaungs.

Among the people the desire for instruction is increasing slowly. Maung So and Maung Po Thein, timber traders of Maung Ngan quarter, have, it is reported, done much to further education.

The best schools are those of Maung Shwe Thaw which could not conform to the grant-in-aid rules, but which again takes its place in the Deputy Inspector's list and those mentioned below.

U Pinya Thiri.	U Nyana Wuntha.
U Pinyadipa.	Maung Po Min.
St. Agnes S. P. G. (Girls).	Maung Aung Hla.

U Paduma.

Certificated Assistant Teachers have been reduced by three; Certificated Managers are four, as before, but two others will shortly establish schools.

AMHERST DISTRICT.

This district has not had justice done to it during the year under report. Maung Paw Din was in charge till 8th April, when his place was taken by Maung Myat Tun, who up to the 27th June visited one township, Zaya, and saw 70 schools. He was then transferred, and until August 21st the Deputy Inspector of Moulmein, Maung Waik, looked after the current work only. From that time the present incumbent, Maung Tun Zan U, has worked the district well, though he was unable to visit more than Bilugyun and Gyaing-Salween townships twice.

There has been improvement, the progress being chiefly in Thatôn town, Bilugyun, and Gyaing-Salween townships.

The most successful schools are those of—

Maung Po Maung, Thatôn.	U Agga, Palat.
Maung Po Maung, Kyaikkaw.	U Adeiksa, Pa-an.
Miss Haswell, Amherst.	U Paduma, Meritgale.

U Asara, Natmaw.

The Deputy Inspector mentions Maung Po Han, Maung Po Yan, and Maung So, the Township Officers of Yelamaing, Gyaing-Salween, and Wagaru townships, with Maung Shwe Hman, the thugyi of Apaung, as having taken great interest in education.

The people generally are reported to be favourably inclined towards education except in the Yelamaing, Haungtharaw, and Gyaing-Attaran townships, where the people are largely Talaing. In the two last named, the Talaing and Shan pôngyis are ignorant and hostile to secular education in general and the establishment of lay schools in particular.

MERGUI DISTRICT.

Under the care of Sub-Deputy Inspector Maung Kyaw Yan, who has shown considerable aptitude for his work, this district shows some progress.

In Mergui town the lay schools are becoming stronger, that of Maung Shwe Yin being the best at present. Maung Po Thein's has suffered from insufficient accommodation, but he has improved his building and it will probably do better next year.

In all the fee system is gradually taking root. That of Maung Shwe Tu, a qualified teacher, has been removed from the inspection list owing to his refusal to manage it properly.

In the Mergui and Palaw townships there are signs of activity among the monasteries, several pôngyis having taken up secular education.

Their supporters, however, appear unwilling to countenance the appointment of Certificated Assistant Teachers to their kyaungs at present.

In Palaw village the lay school of Maung Mè has fallen off, partly owing to the introduction of school fees, partly owing to the competition of a popular monastic school, and the salary-grant has been withdrawn.

The monastery fully meets the needs of the people.

In the Tenasserim township there is no school, but a young teacher (passed 7th Standard) is, with the help of the Township Officer Maung Kyaw, trying to establish himself.

The Myoôk of Palaw, Maung Shwe Gyeik, is also interesting himself in education. Mr. Batten, the Deputy Commissioner, has taken great interest in education and done much to help the Educational Officers.

TAVOY DISTRICT.

The results are disappointing. There are decreases, and they are largely in the town of Tavoy, where the people are still most averse from paying tuition fees and persist in sending their children to incompetent managers, many of whom are said to be making a pretence of teaching merely to claim exemption from taxation. Qualified teachers are unable to compete with them, though several are anxious to open schools. In the district to a certain extent a similar state of things prevails, as regards the schools, which frequently are opposed by the pôngyis. While in some localities, even though the pôngyi is willing that secular instruction should be given in his kyaung, it is found that some of his kyaungtagas object and in consequence nothing can be done.

I think, however, that before long improvement will take place. The Deputy Inspector has been diligent in his work and is doing all in his power to foster education.

The Myoôks Maung Kyin Yôn and Maung Po Yeik in the Western and South-eastern townships, the Thugyi of Yebyu and the Headman of Sitpyè have evinced a lively interest in education.

Captain Cronin, the Deputy Commissioner, takes great interest in education and has given us great help.

TOUNGOO DISTRICT.

From the 16th May 1893 Sub-Deputy Inspector Maung Po Kywè has had charge of the Burmese work in this district.

On the whole progress has been made. The falling off in schools and pupils arises from the removal of some to the private list of schools unable to fulfil the conditions of recognition. They were retained on the list during 1892-93 in the hope that as they had a fair attendance of pupils they would endeavour to work up to the Government standards, but they have proved unable to do so.

In Toungoo town work is being carried on very steadily and the fee system is slowly making way.

The Mônastic school of U Kelasaya continues to afford good instruction to children of the poorer classes.

Saya Kywet's lay school has done well in all its departments.

The condition of this district educationally speaking is gradually improving.

SHWEGYIN DISTRICT.

In Shwegyin town the closing of some lay schools under unqualified managers accounts for a falling off of passes; that will, it is expected, prove only temporary, as a new lay school has lately been established by a Certificated Manager with a good prospect of success.

There are now three such schools in the town and the needs of fee-paying pupils are well met. For others there are the monastic schools, which the payment of grants has stimulated to some activity.

The decreases arise also in part from the closing of a good school at Kyeikto owing to the ill-health of Maung Mya. The Certificated Assistant Teacher has now been placed in a lay school of some promise, and it is hoped that the ground lost will soon be recovered.

In the district generally there are some signs of improvement, and a greater disposition to support qualified teachers appears to exist than was formerly the case. At Winpadaw and Sittang there are fairly good schools, two others at Bilin, another new at Pauktaw.

In Pyuntaza township much is being done in the monasteries.

Kyaukkyi township remains in a backward state. In the town Myoôk Maung Mo (2) is doing all that lies in his power to promote a good school.

UPPER BURMA.

Northern Division.

In the Mandalay and Shwebo districts progress has been satisfactory. In Mandalay Town the opposition of the monks to secular education has been very marked, and several of the monks who from the first have identified themselves with the State system have been subjected to serious persecution and in some cases excommunication.

In the Shwebo district several of the obstructive Sadaws have died lately and the opposition is less.

In the northern districts of the division progress has been slow and must remain so till the country is opened out. The inhabitants are of mixed descent, and in many of the wilder parts of Katha and Bhamo the Burmese language is rarely used. The pôngyis are grossly ignorant and superstitious, and spend most of the dry season in travelling.

Efforts to establish lay schools in the larger villages under competent managers have up to the present proved futile.

Not only are competent managers difficult to procure locally, but the people care little for education, especially when they are required to pay for it.

MANDALAY TOWN.

The progress shown in vernacular education in Mandalay town is most satisfactory. The number of public schools on the registers has increased by 46 with a corresponding increase of 702 pupils.

In the number and quality of schools and percentage of passes the western portion still takes the lead in education. Not only is this the most densely populated but the inhabitants are mainly of pure Burmese descent, who from the first have supported the State system of education.

In the eastern portion slight improvement is shown both in the number of schools and pupils inattendance, and in the standard of efficiency reached.

Little progress is shown in the cantonment portion. Most of the schools are monastic, the managers of which have not shown much energy throughout the year.

The northern portion comprises the straggling hamlets to the north of Fort Dufferin, inhabited chiefly by the very poorest Burmans and natives of India, chiefly garrison followers.

Schools in this portion have increased by 2, and passes by Standards I and II by 43.

The southern portion showed marked improvement in every way.

Schools have increased by 13, pupils by 428, and passes by the first three standards by 71.

The mere fact that the present lay schools are crowded and popular, and that new ones are frequently springing up and becoming efficient, shows that the people appreciate the efforts of Government and that our system will attract the best of the pupils to the lay schools.

The Burmese officials have taken little or no interest.

The leading schools in Mandalay are those of—

Pôngyi U Nanda.	Maung Aung Gyi.
Pôngyi U Pyinna.	Maung E.
Maung Tôk.	Ma Thein Nu.
Maung Shwe Gôn.	Maung San Hla Baw.

MANDALAY DISTRICT.

The number of public schools has decreased by 4 and the attendance of pupils by 87. This slight decrease is more than counterbalanced by the large increase in the number of passes secured under Standards I to IV.

Improvement is shown in the Amarapura township. Passes by Standards I to II show an increase of 29. The Deputy Inspector reports that the people are taking a more active interest in sending their children to school than has hitherto been shown.

Progress is reported in the Lamaing township, but the people do not take such active interest in supporting schools as they should. One monastic school in Ingyi village known as "Kyaungma" is of some promise.

Madaya township shows a slight improvement in the number of passes by the 2nd and 3rd Standards. The attendance of pupils, however, suffers severely owing to its unhealthiness.

Singu township shows little or no improvement.

Kutywa-Taungbyôn township shows little improvement except in isolated instances. The best school in the township and indeed in the district is that of Maung Pe at Thayetkan. This school gained 6 passes at the recent 4th Standard examination.

For the first time passes by the 1st Standard have been gained in the Pyinulwin township. Situated as this township is on the highlands bordering on the Shan States, the inhabitants are mainly Shan or Danus, who up to the present have shown no interest in education.

The Burmese monks attached to the monasteries are engaged principally in religious teaching and care little for secular learning.

The following School Managers deserve special mention for steady energetic work:—

Maung Pan Byu, Amarapura.	Maung Hlaing, Thabye ôk.
Maung Po, Amarapura.	Maung Pe, Thayetkan.
U Athawa (Monk) Amarapura.	Maung O, Madaya.

U Thekha (Monk), Madaya.

The following officers have given us much help:—

The Myoôks of Kutywa-Taungbyôn and Ôngun townships.

Thugyis Maung Pu of Thayetkan, Maung Tu of Kabaing, and Maung Te Maung of Thayetlebin.

Both in Mandalay town and district the assistance received by the Educational Officers from Mr. Burne, the Deputy Commissioner, has been very great.

BHAMO DISTRICT.

There is a decrease in the number of schools; it is due to the removal from the list of a number of monastic schools, the managers of which have not applied for inspection. Passes in the 1st and 2nd Standards fell off owing to the deaths of Monastic School-managers and the withdrawal of the Certificated Assistant Teachers attached to the school of Maung Pe U of Bhamo.

U Thumana's school, Bhamo, is the only one in the district that has reached the 4th Standard.

The falling off in results-grants earned is due to the smaller grants earned by Maung Pe U's school, Bhamo, owing to the continued ill-health of the manager.

Kaungtôn, Bhamo, Shwegu, and Mogaung townships give better promise than last year. For the first time passes have been secured in Shwegu.

The Lugyis of Sinbo have promised to start and support a school there, and a suitable building has been secured.

Myitkyina and Mogaung townships have been itinerated for the first time by the Deputy Inspector of Schools, and some success may be expected when the Itinerant Teacher's scheme is in full force.

The inhabitants of this district are of such mixed nationality, the climate in many parts is so unhealthy, and the people so ignorant, that educational progress must for the present be very slow.

The leading institutions in the district are—

Gaingdauk U Thumana's school, Bhamo.
U Theikka's school, Sinkin.
U Thuboga's school, Mogaung.
U Nyanneinda's school, Sinkam.

The Township Officers have done very little; but Mr. George, the Deputy Commissioner, though his time has been fully occupied, has done much to further education.

KATHA DISTRICT.

There is a decrease in the number of schools and of pupils attending them, due to the fact that no Monastic School-managers have applied during the past year to have their schools placed under inspection.

The increase of passes under the 1st and 2nd Standards is due to the improvement shown in Maung Thin's school at Tigyaing, where a Certificated Assistant Teacher has been at work throughout the year.

A good lay school has been established in Katha itself under a Certificated Assistant Teacher, who was transferred from Bhamo. The success of this school is in a great measure due to the great interest in its welfare and success shown by Maung Shwe Tha, the Treasury Officer.

The townships of Tigyaing, Mawnaing, Kawlin, and Manlè show some signs of improvement.

The Commissioner, Northern Division, remarks, with reference to education in this district—

"In parts the people are poor as well as ignorant. I think that good schools might be started with a prospect of success at Katha, Tigyaing, Wuntho, Pinlèbu, and Banmauk, which are all flourishing centres. The co-operation of Township Officers is essential."

The inhabitants of Katha district are mainly Kadus or Shan-Kadus, to whom the Burmese language is more or less foreign. The monks are, as a rule, most conservative and ignorant, and as there is at present so little desire for education it is doubtful if lay schools, even when assisted, would for the present be supported by the people.

The most successful schools in the district are those of—

Maung Thin at Tigyaing.
U Thumana at Mawteik.
Maung Kan at Katha.

The Treasury Officer of Katha, Maung Shwe Tha, has taken great interest in education.

RUBY MINES DISTRICT.

Schools and pupils have decreased in this district owing to the reasons already given with reference to Bhamo and Katha.

The decrease in passes is owing to Maung Tun Lin's school at Mogôk securing no passes this year, consequent on the withdrawal of the Certificated Assistant Teacher from his school in August 1893. A new school has been started at Mogôk by a Burman named Maung Thin. He not only teaches the children of the village, but imparts instruction in Sandhi and Abhdhâna (Pali Grammar and Vocabulary) to the elders.

Slight improvement is shown in the Twinngè township, where passes by the 1st Standard have for the first time been gained.

Kyanhnyat township is the most backward in the district. No one could be found by the Deputy Inspector of Schools desirous of taking the slightest interest in education in the township. Twinngè and Mogôk townships are flourishing and show signs of improvement.

The Commissioner, Northern Division, suggests that it would probably be found of advantage to establish a purely Government school at the headquarters of this district, the cost of which would be met from the district fund, which

is stated to be rich. Fees should be levied and would, he thinks, be willingly paid at Mogôk. The school to be exclusively vernacular.

The best schools in the district are those of —

Maung Gaw Leik at Mogôk. | Maung Lôk at Twinngè.
Maung Thin at Mogôk.

SHWEBO DISTRICT.

The opposition shown to the departmental system of education in Shwebo town has decreased very considerably during the past year. One of the most conservative Sadaws died in July last, and since his influence has been withdrawn progress has been more pronounced.

There is an increase of 15 schools with 239 pupils. Passes by Standards I and II have decreased by 31, the falling off being confined almost wholly to the Shwebo township.

A new Roman Catholic Mission Vernacular school has been started and shows some signs of success.

The Monastic school of U Pandi of Kyanthagyi taik is the best managed and most successful monastic school in Shwebo town, while the lay school of Maung Pan is also successful. The latter throughout the year has been aided by the services of a Certificated Assistant Teacher.

The Sheinmaga and Hladaw townships have been formed into one township during the year.

This township continues to show improvement.

Education is very backward in the Chaukywa township, and with the exception of U Nayein at Aleshoo, U Mala of Chaungzôn, and U Asseinna at Thayetpinzu, the monks have continued averse to our system.

In Myedu township progress is slow, the Monastic Managers oppose our system, not because they fear that by accepting it their religion will be undermined, but simply because the introduction of our system and the periodical inspection which will follow means to them hard work, which they dislike.

In the Malè township no school outside of headquarters is worthy of mention.

The schools worthy of mention in the district are—

Maung Pan's Lay school, Shwebo.	U Lada's, Hladaw.
Pôngyi U Pandi's, Shwebo, Chanthagyi taik.	Maung Sein U's, Chiba village.
U Nadeinga's, Shwegu taik.	Maung Shein's, Seikkun.
	Maung Myo's, Seikkun.

The following officers have given us much help :—

Maung Lu Gale of Chaukywa, Maung Pan Byu of Sheinmaga, Maung Kani, Head Constable of Sheinmaga, and Maung Thaung, Thugyi of Seikkun.

Central Division.

The Sagaing and Lower Chindwin districts show continuous improvement, especially in the results obtained in the higher standards.

The loss of 200 schools with an attendance of 4,205 pupils accounts for a decrease in passes by the first four standards.

The Upper Chindwin and Ye-u districts are still backward, but have been carefully explored during the year.

SAGAING DISTRICT.

There is a decrease in the number of schools and in the pupils in attendance due to the transfer of monastic schools from the public to the private list.

The decrease in passes by the first three standards is due to the smaller number of pupils examined.

There has been a marked increase in the number of passes by the 4th Standard.

In Sagaing Municipal town progress was not so marked as in previous years. Several managers died during the year and their schools collapsed, hence the falling off in the number of passes by Standards I to III.

In Sagaing township the number of passes by the 1st Standard has decreased, but a decided advance has been made during the past year.

Sadaung township has retrograded.

In the Ava township 76 monastic schools passed from the public to the private list. Myoôk Maung Lu Gale and his thugyis have decided to bear half the cost of a lay school should one be opened by the department at Tada-u.

In Myotha township passes by Standards I and II have decreased by 58, owing to the re-classification of schools. An excellent school-house has been built at Myotha owing to the interest taken in education by Maung Aung Min, T.D.M., for some time the Subdivisional Officer.

Myinmu township shows decided progress during the year.

The opposition to the State system is gradually dying out. U Adeiksa, the learned Rahan of Alakappa, has done much to remove obstacles and to induce other pôngyis to apply for registration and to adopt our system.

The Chaungu township is the most backward in the whole district, the 1st Standard only has been reached, and that in only one or two schools. The monks of this township are particularly opposed to our system.

Kyaukyit township is also very backward. Regular work is difficult in villages which for half the year are under water.

The principal schools in the district are —

U Thila's Monastery, Sagaing.	U Einda's Monastery, Kyauktalôn.
U Ayeindama's Monastery, Sagaing.	Ma Mein's School, Yedwingaung.
U Adeiksa's Monastery, Alakappa.	Maung Po Gaung's Monastery, Myotha.

Maung Su, Maung Lu Maung, and Maung Pe have given us much help.

Maung Aung Min, T.D.M., formerly Subdivisional Officer of Myotha, takes much interest in education.

YE-U DISTRICT.

There is a decrease in the number of schools and pupils in attendance due to the re-classification consequent on the carrying out of orders received from the Chief Commissioner with reference to the inspection and registration of monastic schools.

In Ye-u town progress is fairly satisfactory. In U Thumana's Monastic school the 6th Standard has been reached.

Myogôn township shows improvement.

The most promising township in the district is Tabayin. Passes have risen by 4 and the results-grants earned amounted to Rs. 108-8-0.

Shwegyin township is very backward, no lay schools exist, and the pôngyis are exceptionally ignorant.

In Tazè township no examination was held, no manager having applied for registration.

Owing to lack of time the Indaing township was not visited by the Deputy Inspector of Schools during the year.

The inhabitants of this township are chiefly Kadu-Shans.

The principal schools are those of —

U Thumana at Ye-u.	U Kalayana at Kyi.
U Nayeinda at Tabayin.	U Thôndaya at Kadumo.

U Pyinnyathaya at Kanbauk.

The Township Officers have done little; but I have to acknowledge the assistance we have always received from the Deputy Commissioner Mr. Stevenson.

LOWER CHINDWIN DISTRICT.

Schools have increased by 13 and pupils by 283.

Passes in Standard I have decreased by 27 and in the 3rd and 4th Standards by 10 and 13 respectively.

In Mônywa town satisfactory progress is reported. U Thuzata's Monastic school has been raised to the 7th Standard, and Maung Po Su, the Manager of a popular lay school, has passed the Teachers' Certificate examination and intends building a new school-house during the year.

In the Ayadaw township the 2nd Standard has been reached. It contains few really good schools and is very backward.

In the Kani township the 1st Standard only has been reached, and there are only seven schools in the list at present.

In the Mônywa township good progress is shown. Schools have increased by 5, pupils by 78, and passes in Standards I to III by 73.

Maung Chit Su's lay school at Alôn has retrograded since the withdrawal of the Certificated Assistant Teacher.

In the Western Pagyi township progress has been slow.

Maung To's school at Nyaunggôn is the best, having risen to the 3rd Standard.

The most important schools are —

U Thuzata's Monastery, Mônywa.
Maung Po Tu's Lay school, Mônywa.
Maung Pyo's Lay school, Mônywa.
Maung Chit Su's Lay school, Alôn.
Maung To's Lay school, Nyaunggôn.
U Kanda's Monastery, Thazi.
Maung Hlaing's Lay school, Thazi.

Captain Perkins, the Deputy Commissioner, has always helped the Educational Officers in furthering education in this district.

Upper Chindwin District.

There has been a slight increase in the number of schools and in the pupils attending.

The number of 3rd and 4th Standard passes and amount of results-grants earned are less than last year. This is due entirely to the destruction by fire of U Nyanawuntha's kyaung at Kyundaw village, Mingin township. A new kyaung has now been built and good results may be expected next year.

The Mingin township is the most advanced. The town of Mingin contains two good lay schools.

The best schools of the district are Maung Kan Thu's school, Kindat, and Maung Shwe Pan's school, Mingin.

The Deputy Commissioner, Mr. Porter, who, when at Pyinmana, did all he could to further education, has in this district been fully occupied otherwise.

Southern Division.

Pakôkku shows a better record than last year.

The Myingyan district has been transferred to the Eastern Division.

Magwe shows a satisfactory increase all round. Some progress is also shown in female education.

Minbu shows a large increase both in the number of schools and pupils, and also in the passes gained.

Pakôkku District.

Schools increased by 19 and pupils by 111.

Passes by the 1st Standard have increased by 34, due chiefly to better inspection during the year.

Passes by Standard II decreased by 19. This is owing to the withdrawal of a Certificated Assistant Teacher from one school and to the fact that it was found necessary to strike off one school, the manager of which had leprosy.

The principal schools in the district are—

U Meda's Monastic school, Pakôkku.
U Kalayana's Monastic school, Pyinchaung.
Maung Kyin's Lay school, Pakôkku.
Maung Paw's Lay school, Myaing.

Maung Po Hnit, Myoôk of Myaing, is the only Subdivisional Officer that has helped us.

Minbu District.

There is a considerable decrease in the number of public schools in Lègaing township, Salin town, and Ngapè township. This is made up for by increases elsewhere.

There is a satisfactory increase in passes and grants earned. Many of these were earned by schools put on the register for the first time.

U Wiriya, Salin, and U Nageinda, Minbu, have done good work.

Mr. McDermott, the Deputy Commissioner, takes the same interest in education in this district as he did in Sagaing.

Magwe District.

This district shows a satisfactory increase all round. Magwe township is the only one which shows a considerable falling off in the number of schools, but this

is atoned for by a large increase in the number of passes. This accounts for more than half the excess increase in the grants earned. Taungdwingyi township continues to improve. Natmauk and Thazi managed to pass pupils for the first time. Many schools brought on the list this year still fall considerably short of good results, as an increase of 168 pupils in Myothit township only gave an increase of 6 passes all in Standard 1.

In four townships girls are returned as pupils and in three of these passes have been obtained. The number of unrecognized schools and pupils attending such has greatly increased, showing that there is a demand for education of a kind.

Maung Tun, the Deputy Inspector of Schools, spent too many days at headquarters and he has not worked his district well.

He has been repeatedly warned for neglect.

Eastern Division.

This division shows marked increase under every head. Schools have increased by 116 and pupils by 2,563.

The Yamèthin district shows the greatest progress. The opposition of the monks is gradually giving way.

Myingyan district has made great progress owing in a great measure to the constant and active supervision of the late Deputy Inspector of Schools, Maung Po Win.

KYAUKSÈ DISTRICT.

Schools have decreased by 1 and pupils by 24 only.

Passes by Standards I to IV have increased by 27, 35, 11, and 6 respectively.

In Kyauksè Municipal town U Pandi's Monastic school is the most successful and best managed institution. Maung Tha Aung's school has improved owing to the work of the Certificated Assistant Teacher Maung Pe.

The school-house was burnt down during the year and the parents of pupils have subscribed Rs. 250 to build a new one.

In Myittha township the 2nd Standard only has been reached. Gaingdauk U Nankaw of Kônywa is an earnest supporter of our system, and by his influence and example all the other pôngyis in this township are favourably disposed.

Minzu township shows improvement. The 3rd Standard has been reached and 12 pupils passed by Standard II.

No opposition has been shown by the monks to our system.

Singaing township is backward. The increase in passes was chiefly in Maung Mya's Lay school, Paleik, where a Certificated Assistant Teacher has worked throughout the year.

Paukmyaing township shows an increase of 27 passes and the 3rd Standard has been reached.

The leading schools in the district are—

U Pandi's Monastic school, Kyauksè.
Maung Tha Aung's Lay school, Kyauksè.
Maung E's Lay school, Kyauksè.
Maung Mya's Lay school, Paleik.
U Zina's Monastic school, Ngalôngôn.
U Kelatha's Monastic school, Dayagaung.
Maung Yo's Lay school, Myittha.

The Subdivisional Officers have given us no help. Captain Strickland, the Deputy Commissioner, has helped the Educational Officers in their work very much.

MEIKTILA DISTRICT.

Schools have increased by 5 and pupils by 117.

Except in Standard I, where the passes show a decrease of 58, marked progress is visible.

Standard II shows an increase of 61 passes, Standard III of 29, Standard IV of 12, and for the first time Standard V has been reached.

No opposition has been shown to the State system, and its introduction has been warmly supported by all the leading monks.

In Meiktila town the leading indigenous school is that of Maung Lu Hmaw, which at the close of the year contained 93 pupils.

U Zawana's Monastic school at Gwe-aing contains 80 pupils, and the Manager is active and competent.

Thazi township is the most backward in the district, probably owing in some measure to the extreme poverty of the inhabitants.

Wundwin township is still backward and contains few schools of promise. U Zawta of Thèdaw is the most energetic of the monastic managers.

Improvement is marked in the Mahlaing township. The 5th Standard has been reached, and the passes in Standards II and III increased by 61.

The town of Mahlaing contains several of the best monastic schools in the district. The success is due chiefly to the active interest shown by U Pandi, a painstaking and efficient monk.

The best schools are those of—

Maung Lu Hmaw, Meiktila.
U Pandi, Mahlaing.
U Guna, Mahlaing.
U Zawta, Thèdaw.
U Nandiya, Palangyin.

Maung Lat of Wundwin, is the only Subdivisional Officer who has helped us.

YAMETHIN DISTRICT.

In the Yamèthin-Pyinmana district there are some evidences of progress. The number of schools on the list continues to increase, partly owing to more extended inspections, partly to secular instruction being more readily given in the monasteries. Full passes show a satisfactory increase as a rule, and the total earnings of the schools are larger than before.

The Deputy Inspector is, I believe, doing very useful work among the pôngyis, gradually overcoming their prejudices and enlisting their interest in secular education.

MYINGYAN DISTRICT.

There is an increase in full passes and in the amount of results-grants earned. This shows that steady progress has been made during the year.

The falling off in the number of schools and the decrease in attendance is due to the striking off of a number of inefficient schools and the transfer of others to the private school list.

Kyaukpadaung and Natogyi townships still remain in a backward state. The townships of Tanaungdaing and Sattein have been amalgamated with Taungtha and Kyaukpadaung respectively.

In Pagan Monastic schools show steady progress. The Lay schools in Myingyan town are well conducted and did well in examinations.

The following schools are specially commended:—

Maung Tha Yan's Lay school, Thamôngaing.
Maung E's Lay school, Myingyan.
Maung Ta's Lay school, Myingyan.
U Nyana's Monastic school, Singu.
U Zagaya's Monastic school, Old Pagan.
U Thuyiya's Monastic school, Nyaungu.

Maung Ba O, Township Officer of Natogyi, has been of great assistance; so have Maung Kyaw Zaw, T.D.M. of Salè, and Maung Ba Kaw of Myingyan.

68. SPECIAL CLASSES.

General Statistics of Mahomedan, Karen, Chin, Kachin, and Tamil Schools for Lower and Upper Burma.

Description.	1892-93.	1893-94.	Increase.	Decrease.
Schools	484	534	50	...
Pupils	15,328	17,711	2,383	...
Full passes { I and II	3,190	3,820	630	...
Full passes { III and IV...	773	964	191	...
Grants paid	20,205	25,644	5,439	...
Grants earned	27,081	35,045	7,964	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	18	12	...	6
Karen Certificated Teachers	216	247	31	...

69. *General Statistics of Mahomedan Schools.*

Description.	1892-93.	1893-94.	Increase.	Decrease.
Schools	10	27	17	...
Pupils	606	1,137	531	...
Full passes { I and II	128	158	30	...
Full passes { III and IV...	22	15	...	7
Grants paid	678	414	...	264
Grants earned	835	928	93	...
Certificated Managers	...	...	...	...
Certificated Assistant Teachers	3	3	...	...

Arakan Division.

AKYAB DISTRICT.

There has been a large increase in the number of Mahomedan pupils during the past year. The number of schools has also increased, while the number of passes in Standards I and II has trebled itself. But education among the Mahomedan is still confined to the Lower Primary standards owing entirely to arithmetic being a compulsory subject in every standard.

One often finds pupils who could easily pass Standard VI in Urdu or Persian in Standards I or II simply because of their arithmetic.

There is still a great demand for Mahomedan Certificated Teachers. The leading Mahomedans take a keen interest in education and often give liberal support to schools in poorer neighbourhoods.

Munshi Abdul Jubbar, Public Works Department, has worked energetically to encourage education among the Mahomedans.

RANGOON TOWN.

The one school remaining on the list shows improvement and is doing useful work.

The other has been removed to the private school list as teaching was not confined to the vernacular.

MOULMEIN TOWN.

These schools with one exception are of the usual kind, in which practically no secular instruction is given.

One school only is of a better class and is backed by educated Mahomedans, and was said to be prepared to follow the regular curriculum. It was placed on the list for inspection, but has, however, failed to present any candidates.

70. *General Statistics of Karen Schools.*

Description.	1892-93.	1893-94.	Increase.	Decrease.
Schools	474	502	28	...
Pupils	14,722	16,391	1,669	...
Full passes { I and II	3,062	3,608	546	...
Full passes { III and IV	751	925	174	...
Grants paid	19,527	24,599	5,037	...
Grants earned	26,246	33,035	6,789	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	15	9	...	6
Karen Certificated Teachers	216	247	31	...

Education is still progressing among the Karens, and it is satisfactory to note that the Buddhist Karens are taking more interest in schools. The people

show considerable ability in organizing schools and contribute liberally towards their support.

Pegu Division.

Here there has been progress. Schools are more stable and, as a result, the amount of grants paid has increased. Grants earned show a substantial increase.

The number of Karen Certificated Teachers has increased. It will probably continue to do.

PEGU DISTRICT.

Payagale township, which last year showed no results, this year shows some progress. Kawa township suffered from the closing of its best school. The passes by the 3rd Standard have increased in every township; whereas those in the 4th Standard have fallen in all except Payagale.

THARRAWADDY DISTRICT.

Minhla and Sanywe townships are the only two which do good work. In Tapun there were no passes and in Gyobingauk very few.

In Sanywe township there is a large increase in passes by the 4th Standard.

HANTHAWADDY DISTRICT.

The number of pupils has increased generally throughout all the townships.

There has been a small number of passes in Standard I; this is due to few pupils being presented chiefly in Tuntè township. In Standard III the falling off is mainly in Hmawbi. There is a gratifying increase in the passes in Standard IV in Hlaing township, although this is counterbalanced by failures in other townships.

Irrawaddy Division.

Satisfactory progress has been made in this division. The number of schools, pupils, and passes have increased 10, 17, and 28 per cent. respectively.

Most progress has been made in the Thôngwa district. The number of Karen Certificated Teachers has increased 8 per cent.

Female education has also progressed in every district, though there are at present no schools purely for girls.

THÔNGWA DISTRICT.

Education has progressed rapidly in this district. The number of schools, pupils, and passes has increased by 14, 30, and 33 per cent. respectively. The passes, however, are still limited to the Upper and Lower Primary Standards. The number of Certificated Teachers is the same as last year, and there are only two schools with Certificated Managers.

Most progress has been made in Danubyu, Thôngwa, and Kyaiklat townships. Pyapôn and Dèdayè townships are still in a very backward condition.

Among the best schools may be included Maung Shwe Lôn's, Thabawthabyu; Maung Tha Lu's, Sitchaung; Maung San U's, Sayakôn.

Female education has also advanced rapidly. The number of pupils and passes have increased 63 and 61 per cent. respectively. There are at present five Karen girls employed as school mistresses in their own villages and there is a great demand for more.

BASSEIN DISTRICT.

There has been a satisfactory increase in the number of schools and pupils in all the townships except Ngaputaw. Education is, however, still confined to the Upper and Lower Primary Standards. The number of passes in the former has increased by 59 per cent. and in the latter by 18 per cent. There has also been an increase of 18 per cent. in the number of Certificated Teachers.

The greatest progress has been made in Thigwin, Thabaung, and Myaungmya townships.

The Karens are anxious for education and give liberally in support of their village schools.

The managers of schools also seem anxious to secure Certificated Teachers.

With regard to female education there has been a satisfactory increase in the number of schools, pupils, and passes, though I regret to say that there are no Karen schools for females only. At present there are very few schools with Certificated Managers.

HENZADA DISTRICT.

There has been a satisfactory increase in the number of pupils and passes. The number of schools remains stationary, and this is only to be expected, seeing that every village has now its own school. The number of Karen Certificated Teachers has, however, diminished by two. Education is confined entirely to the Upper and Lower Primary Standards, 81 per cent. of the passes being in the Lower Primary Standards. There are no schools with Certificated Managers.

Satisfactory progress has been made in Henzada, Zalun, Kanaung, Lemyethna and Ókpo townships.

In Kyangin and Myanaung townships there are no Karens. The following schools are perhaps the best in the district:—

Maung Yaw Ba's Lay school, Kangugwin, and Maung Shwe No's Lay school, Stôkma.

The fee system has been introduced in some villages.

Female education has made progress. There has been a satisfactory increase in the number of pupils and passes.

There are no schools purely for girls. Female Certificated Teaches are in great demand.

Tenasserim Division.

Amherst, Tavoy, and Mergui districts, with the Salween Hill Tracts, have continued under the charge of Maung Nyan Kyè, assisted in Tavoy and Mergui by Maung Po Ni, the new Karen Sub-Deputy Inspector, who has begun his work well. The full effect of this strengthening of the staff has not, however, been secured as Maung Nyan Kyè, owing to a severe accident, was incapacitated for duty for three months, and Maung Po Ni had to be deputed to take up his work.

In Toungoo and Shwegyin Maung Pa Ha has been able to give greater attention to the Karen schools and improvement is being made.

The figures for the division are satisfactory, the increases arising largely in Toungoo and Shwegyin districts.

In Tavoy, however, there is still no progress to be reported.

AMHERST DISTRICT.

Work is steadily carried on in this district, the Thatôn, Gyaing-Attaran, and Hlaingbwè-Salween townships having proved the most successful.

Pagat, Martaban, and Bilugyun townships with the towns of Thatôn and Kawkareik continue to be backward localities.

Qualified teachers are still scarce and the establishment of new schools is therefore a matter of difficulty, the more so that in many places the people live by taungya cultivation and move yearly from place to place.

Still there are some good schools, the best being those of Maung Tulapan, Inwaing; Maung San Mya Paw, Kyundo; and Maung Shwe Taw, Paingkyôn.

The Deputy Inspector mentions the Myoôks of Haungthèraw and Hlaingbwe (Maung Ta and Maung Tha Zan) as having taken interest in educational work.

SALWEEN HILL TRACTS.

The unhealthy climate and the poverty of the people combine to make teachers reluctant to attempt to carry on schools in this district. Of the two existing in 1892-93 that of Maung Gyi at Papun has been closed owing to his illness. Maung Blai Paw still maintains his, the only one remaining, and is liberally aided by Forest-ranger Maung San E (who gives Rs. 100 a year) and by the elders of the place. The Deputy Inspector speaks well of Maung Blai

Paw, but the District Officer is of opinion that he takes little real interest in his work and is wanting in industry.

Outside Papun but little is being done, though in three places attempts are being made to establish schools.

TOUNGOO DISTRICT.

The American Baptist and Roman Catholic Vernacular Mission schools for the Karens carried on in the town of Toungoo contribute largely to the satisfactory increases above shown. The S. P. G. school, though smaller, is doing useful work.

The American Baptist Mission school gains strength yearly, and now receives only pupils who have passed the 2nd Standard in the village school, a system which not only tends to strengthen those now existing, but promotes the opening of new ones.

In the district itself progress is visible and will be more rapid now that the Deputy Inspector is able to give more time to the Karen portion of his work.

Kyathaungdaung and Kanni townships show satisfactory increases in various directions. Zeyawadi, the western and most backward township, has also som ewhat improved.

SHWEGYIN DISTRICT.

Schools in this district have been twice visited by the Deputy Inspector of Schools and some progress is shown. Six small schools unable to conform to the conditions of aid have been transferred to the private list. The seven remaining have improved, both Kyaukkyi and Pyuntaza townships contributing to the increases.

The school in Shwegyin town is well kept up and deserves the aid it receives.

MERGUI DISTRICT.

Progress is again shown in this backward district, which has been thoroughly inspected by Sub-Deputy Inspector Maung Po Ni. The people seem desirous of obtaining instruction for their children, but are so very scattered that the establishment of schools is a matter of much difficulty.

TAVOY DISTRICT.

The condition of education among the Karens of this district is still very discouraging. Scarcity of food and the consequent dispersion of the people have practically had the effect of bringing the school work to a standstill. In the northern township alone has anything been done, and even there the attendance at the best school so fell off that the Certificated Assistant Teacher had to be withdrawn, and two Karen Certificated Teachers resigned their posts. I concur with the Deputy Commissioner in thinking that though the condition of the Karens in Tavoy district is deplorable from the educational point of view, little, if anything, can be hoped for until their general circumstances improve.

For Upper Burma the statistics are not given division by division. The special classes are confined at present to Mahomedans and Kachins.

The schools for the former are few in number; those that follow the prescribed standards have increased by one and the number of pupils by one. The passes by Standards I and II have decreased by nine, and those in Standards III and IV by one. There is a great decrease also in the amount of grants earned.

There are many schools on the unregistered list. No attention is paid to general instruction.

71. Information regarding Kachins, Chins, Tamils, Telugus, Chinese, Talaings, Manipurians, and Shans will be found in Section VIII.

SECTION VI.

SPECIAL INSTRUCTION.

72. This section deals with—

(1) Training schools for teachers. | (2) Technical schools.
(3) Professional schools.

73. The following are the leading figures for the past two years :—

Class of institution.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for Masters	2	59	2	98
Training schools for Mistresses	3	105	3	92
Schools for Art, ...	...	...	...	...
Engineering and Survey schools	18	438	18	340
Industrial schools	2	50	2	79
Other schools	5	165	6	186
Law schools	1	21	1	17
Total ...	31	838	32	812

(A) Training School for Teachers.

74. These institutions show no change as to number. The Akyab Normal school was amalgamated with the Moulmein one, and its place taken by the Normal school, in connection with the Baptist College, which was opened during the year.

The following are the figures for the past two years :—

Name of school.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	25	Amalgamated with the Moulmein Normal school.	
Normal school, Moulmein	1	34	1	73
Normal school, Baptist College	...	...	1	25
Rangoon (1st year class only during 1893-94) ...				
American Baptist Mission Female Normal class, Kemmendine.	1	44	1	36
Female Normal class, St. John's Convent, Rangoon ...	1	16	1	16
American Baptist Mission Female Normal class, Moulmein	1	45	1	40
Total ...	5	164	5	190

There are no Normal schools in Upper Burma.

75. The want of text-books in Burmese, referred to in paragraph 66 of last year's Report, has been met. All the books, with the exception of the one on Kindergarten, have been translated and published. Kindergarten will not form part of the vernacular course till April 1896.

76. There has been a very thorough examination of the Normal schools this year, and a system of examination has been laid down for the future.

All the schools are examined in March by papers for promotion from one year to another, according to the syllabus on pages 128—130 of the Code, and the results published in the Gazette.

At the same time any outsiders who wish to qualify as Pupil-teachers under Section VIII, paragraph 135 of the Code, are allowed to enter, the papers being sent to the headquarters of each district.

The results for this year were very creditable to all the schools. The examiners reported highly of the thoroughness of the training. They are given in the following tables :—

VERNACULAR AND ANGLO-VERNACULAR.

(*a*) *Anglo-Vernacular.*

Number.	Name of school.	Secondary Grade.								Primary Grade.							
		First year.				*Second year.*				*First year.*				*Second year.*			
		Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.
1	Government Normal school, Moulmein.	1	3	3	7	...	2	1	3	...	...	...	...	...	...	...	...
2	St. John's Convent Normal school Rangoon.	...	...	2	2	1	...	3	4	...	...	...	...	...	...	1	1
3	Baptist Mission Normal school, Rangoon.	1	4	5	10	...	...	...	...	...	1	7	8	...	...	...	...
	Total ...	2	7	10	19	1	2	4	7	...	1	7	8	...	...	1	1

(*b*) *Vernacular.*

Number.	Name of school.	Secondary Grade.								Primary Grade.							
		First year.				*Second year.*				*First year.*				*Second year.*			
		Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.
1	Government Normal school, Moulmein.	...	...	2	2	...	...	5	5	...	...	...	...	...	..	...	...
2	Morton Lane Girls' Normal school, Moulmein.	...	...	2	2	...	...	3	3	...	...	...	...	...	...	...	...
3	Baptist Mission Normal school, Alôn.	...	...	4	4	...	...	...	...	...	...	...	...	...	...	...	...
4	A. B. M. Girls' Normal school, Kemmendine.	...	..	2	2	...	...	12	12	...	...	...	...	...	...	...	...
	Total ...	...	...	10	10	...	...	20	20	...	...	...	...	...	...	...	...

77. The results of the third year examination for the past two years are given below:—

Normal Students who have passsd the Teachership Examination.

Name of school.	Anglo-Vernacular.				Vernacular.			
	Secondary Grade.		*Primary Grade.*		*Secondary Grade.*		*Primary Grade.*	
	1892-93.	1893-94	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
Normal school, Akyab ...	...	...	...	...	3	...	...	...
Government Normal school, Moulmein.	...	1	...	6	1	17	...	...
St. John's Convent Normal school, Rangoon.*	...	...	1	...	...	...	...	...
A. B. M. Girls' school, Kemmendine.	...	...	...	...	...	9	...	...
Morton Lane Girls' Normal school, Moulmein.	...	...	...	...	...	9	...	...
Baptist Mission Normal school, Rangoon.†	...	...	...	...	...	...	...	...
Total ...	...	1	1	6	4	35	...	...

* Sends up candidates from next year,—1895. † Sends up candidates from year after next,—1896.

These results are very satisfactory.

The Government Normal school, Moulmein, did very well. It gained the first place in the Anglo-Vernacular Primary and the Vernacular Secondary tests.

The Normal classes at the Morton Lane and Kemmendine Girls' schools under Miss Sheldon and Miss McAllister respectively have as usual done very good work. The success of the latter in the Vernacular Secondary test is distinctly good. This school retains its high position.

Normal schools in the Baptist College and St. John's Convent have not been in existence long enough to pass candidates by the third year's test.

78. A very large number of Teachers in Government and Municipal schools have again failed to qualify under the orders of the Government, laid down in Section VIII, paragraph 133 (2) of the Code, though they have had a year's extension of time. All annual increments and acting allowances have been stopped in every case till the orders have been obeyed.

From Registered Aided schools there was a fair number of candidates, of whom 25 obtained Anglo-Vernacular and 9 Vernacular certificates. Moulmein has set a very good example.

The Vernacular Indigenous schools have done very well, 51 Vernacular Teachers' Certificates having been obtained by teachers, pupil-teachers, or pupils.

(B) Technical Schools.

(*a*) *Industrial.*

79. St. Peter's Technical Institute, Bassein, is still the only institution where purely technical work is carried on. The results of the examination this year were satisfactory. This school has in Mr. Lonsdale a very skilled engineer, under whom it will improve each year. It needs better machinery and a larger engine.

80. There are also Technical Departments attached to the following schools for general instruction:—

St. Paul's High School, Rangoon, where the orphans maintained by the institution carry on printing and bookbinding. Useful work is being done. The results are—

Standard IV.	Presented.	Passed.
Printing	12	9
Bookbinding	10	10

St. Luke's S. P. G., Toungoo.—Work here has practically been at a standstill, the general school having required all the attention of the management.

The *A. B. M. Bghai-Karen school, Toungoo.*—Printing and bookbinding have been carried on as usual, the results being—

Standard IV.	Presented.	Passed.
Printing	6	6
Bookbinding	5	5

Pending the arrival of the Superintendent of Work from America, the carpentry and blacksmiths work has been left in abeyance. He has now arrived and taken charge of the institution, which will in future be expected to justify the liberal aid it has received.

In Upper Burma the Technical school at Mandalay has been maintained throughout the year.

Mr. K. G. Burne, the Deputy Commissioner, has from the first taken the greatest interest in this institution. Since the close of the official year it is satisfactory to note that there has been a large accession of pupils, the number under instruction now exceeding 30.

The technical branch of the S. P. G. school at Shwebo is progressing satisfactorily. Weaving only is taught and most of the clothing required by the pupils is woven by those under instruction.

(*b*) *Kindergarten and Slöjd.*

81. Good work is being done in the Kindergarten classes attached to the institutions mentioned in the following list:—

Morton Lane Girls' school, Moulmein.
The Government High school, Moulmein.
Baptist College, Rangoon.
St. John's Convent, Rangoon.
Methodist Episcopal Girls' High school, Rangoon.
A. B. M. Girls' school, Kemmendine.
A. B. M. Pwo-Karen school, Bassein.

The rules under which this method of instruction is given were changed during the year. The course was made a two instead of a three years' one, the syllabus considerably improved, the grants raised, and the instruction confined to children six years of age and under.

Slöjd has not as yet made any progress. The initial expense and the want of trained teachers have stood in the way. The Moulmein Normal school has not had time to turn out any men trained in it. The instruction in this subject will be considerably improved during 1894-95 in this school. In the Municipal schools, to which drawing masters have been appointed, a beginning has been made. In a year or two I trust this method of instruction will be better understood and appreciated.

(*c*) *Vocal Music.*

82. In Upper Burma St. Joseph's Convent, Mandalay, has been the only school that has sent up pupils for examination. In addition 22 pupils were sent up in the "Theory of Music."

In Lower Burma the Sgau-Karen High school and the Pwo-Karen Middle school at Bassein were examined in vocal music. The pupils of these schools sing well, but they could not stand the individual test under the standards. The results were not as satisfactory as they might be.

I should like to see more schools go in for vocal music. In Rangoon it would be well if there were good singing classes open to Burman pupils. Mr. William Sheriff, who is a trained musician and an expert in the Tonic sol-fa system, is ready to take up this work if he can receive a grant. I am sure the classes would be popular and do much towards improving the tastes of the people.

(*d*) *Schools of Art.*

83. No special school has so far been established in Burma, but teachers of drawing have been attached to certain Municipal schools and a good many schools teach drawing. A fair amount of success has attended their work. The Burmese have a natural aptitude for drawing, but are said to be very reluctant to incur any expenditure in acquiring a knowledge of the art. To meet this difficulty it is necessary that the necessary materials, paper, pencils, &c., be readily procurable at the lowest possible prices.

84. The following are the results attained in the schools where drawing is taught as far as we have been able to ascertain. Several schools have failed to submit returns and others have, as will be seen below, submitted incomplete ones.

Name of school.	Number passed				
	III.	IV.	V.	VI.	VII.
Moulmein High school	13	23	26	24	11
Municipal school, Shwegyin	9	12	14	16	2
Municipal school, Mergui	16	12	8	4	2
Akyab High school	13	13	8	4	1
Municipal school, Kyaukpyu	10	6	4	3	2
Municipal school, Sandoway	8	10	4	5	5
High school, Bassein	4	14	14	13	6
Municipal school, Henzada	...	...	...	...	1
Municipal school, Yandoon	12	13	6	2	6
Rangoon Collegiate school	...	...	...	...	10
Municipal school, Prome	...	...	...	...	3
Municipal school, Pegu	...	...	...	...	2
A. B. M. Burmese school, Henzada	...	...	...	...	1
St. Paul's High school, Rangoon	27	13	20	...	3
Baptist College, Rangoon	...	...	...	...	1
Diocesan Boys' school, Rangoon	...	...	...	...	1
St. John's Convent, Rangoon	...	...	...	...	5
St. John's College, S. P. G., Rangoon	...	...	...	...	5
Total ...	112	116	104	71	67

To facilitate and spread the teaching of drawing in the indigenous schools a translation into Burmese is being made of the text-books used in Anglo-Vernacular schools, namely, "The teaching of drawing" by T. H. Morris (Longmanns).

(C) Professional Schools.

(*a*) *Law.*

85. There is only one Law school. An account of it will be found in Section III. Considerable pains have been taken of late to put the Law examinations in the province on a sound basis.

(*b*) *Engineering.*

86. Arrangements are being made for the opening of the Engineering school, sanction having been received to start it.

(*c*) *Medical.*

87. The Dufferin Maternity Hospital, under Miss Forbes, one of the scholarship-holders from Burma taught in the Calcutta Medical College, and her Assistants Ma Ma and Ma In Ngwe, has done good work. The Burmese outpatients have greatly increased owing to the fact of Miss Forbes knowing Burmese well.

There were 24 pupils under tuition, all drawing scholarships of Rs. 20 a month each, 2 Europeans, 3 Eurasians, 11 Burmese, 7 Karens, and 1 Shan. There are no non-stipendiary pupils.

The annual report states—

"The pupils come from various and other distant parts of the province. The Committee frequently receives most encouraging accounts of the way in which they prove useful in the towns and villages to which they return.

"Many of them have settled in private practice in the larger towns; some of them work in connection with the civil dispensaries, others have gone back to distant villages and follow their calling among their own people."

Many pupils, it may be added, are sent for training by the Missions and return to work for them. In May 1893 5 pupils passed in midwifery and 6 in sick-nursing; in November 1893 7 passed in the former subject and 5 in the latter.

88. Of the Hospital Assitants who joined the Madras school 3 have failed to pass their first-year examination. The Principal of the Medical College reports the Burmese students come very ill-prepared after their year of precollegiate work. Steps have been taken, in consultation with the Inspector-General of Prisons with Civil Medical Administration, to remedy this.

89. The female students in Calcutta have all done well. The course has been increased from three to four years, and the period of scholarship has been extended accordingly.

90. The following table shows the number of medical scholars and the schools they were at:—

	Pupils.
Calcutta Medical College	... 4
Madras Auxiliary Medical school	... 6
Attending hospitals in the province for the precollegiate course	... 4
Total	... 14

(*d*) *Mechanical Engineering.*

91. Seventy-four lads pursued a course of training as indentured apprentices in the Railway workshops at Insein. Three were Europeans, 38 were Eurasians, 15 Burmans, 14 Karens, two Madrasis, one Bengali, and one was a Mahomedan whose race is not given.

92. There are 26 European apprentices in receipt of stipends from the European Stipend Board.

They are at work in the following places:—

	Pupils.
Dalla Dockyard	... 1
St. Peter's Technical school, Bassein	... 4
Municipal Workshops, Rangoon	... 2
Railway Workshops, Insein	... 18
Messrs. Bulloch Brothers' Foundry, Pazundaung ...	... 1
Total	... 26

(*e*) *Commercial Instruction.*

93. I regret to say that in no one school in the province is this very useful branch of instruction taken up. There is a large number of pupils in the large schools, especially in Rangoon, who, when they have passed the "7th standard examination," go no further. These, I am sure, would do well to join a commercial class, where they would be taught *handwriting*, *arithmetic*, *commercial correspondence*, *book-keeping*, and perhaps *short-hand*. Such classes would provide a livelihood for many a boy, and would, I am sure, be welcomed by the commercial public, who now find it very hard to get good clerks. It would pay well.

The Education Code provides for such instruction, but no school has taken it up. It certainly cannot be on the ground of cost, for such classes would be inexpensive.

SECTION VII.

FEMALE EDUCATION.

94. The following are the statistics for female education for Upper and Lower Burma:—

Name of school.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Under Public Management—				
Maintained by the Department	3	105	3	92
Maintained by Municipal Boards	1	74	1	73
Under Private Management—				
Anglo-Vernacular schools registered under Grant-in-aid Rules of 1890.	19	1,004	20	1,098
Aided Indigenous Vernacular schools ...	71	1,963	83	2,077
Unaided Indigenous Vernacular schools ...	34	440	40	518
Total ...	128	3,586	147	3,858
Boys' schools to which girls are admitted ...	1,263	17,483	1,361	18,670
Private institutions for indigenous instruction ...	478	3,286	673	2,824
GRAND TOTAL ...	1,869	24,355	2,181	25,352

Few changes have taken place during the year. The increase in schools and pupils is fairly satisfactory—312 and 997 respectively. The increase is due chiefly to Lower Burma. In Upper Burma schools solely for girls have increased by 5, but the pupils have decreased by 27. Mixed schools for boys and girls are more popular.

To the Kindergarten classes referred to last year has been added another at the Baptist Mission College, Alôn.

Indigenous schools for girls, as well as indigenous boys' schools to which girls are admitted, have increased in number; their attendance also shows improvement.

Female education does well among the Karens.

The figures in the first part of the above table show an increase of 19 schools and 272 pupils. Comparing these figures with those given under the head "Female" in General Table I, Section I, there would seem to be a marked difference in the figures indicating the advancement of pupils and also in the number of schools. In that table the particulars are given for all female schools other than special schools, and the attendance of all pupils, boys and girls, is included. In the above table all purely girls' schools, whether for general or special education, are shown, the figures of attendance being only those for girl pupils. This explains the apparent difference in the number of pupils.

The variation in the number of schools is due to the inclusion of seven special schools in the above table.

95. The following statements show the number of girl-pupils who have passed the several standards in the various schools :—

Class of school.	B. A.		F. A.		Entrance. Standards VIII and IX.		Middle stage: Standards V, VI, and VII.		Upper Primary stage: Standards. III and IV.		Lower Primary stage: Standards I and II.	
	1892-93.	1893-94.	1892-93	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
Government and Municipal.	...	...	...	...	...	...	...	2	10	13	36	26
Registered under Grant-in-aid Rules of 1890.	...	...	...	1	10	4	164	193	259	293	377	392
Burmese indigenous ...	...	...	...	...	...	...	89	73	222	362	3,346	3,650
Karen indigenous ...	...	...	...	...	...	...	4	15	213	277	886	1,237
Mahomedan indigenous	...	...	...	...	...	...	...	...	...	...	5	34
Total ...	...	...	...	1	10	4	257	283	704	945	4,650	5,339

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(A) Europeans.

96. The following statement shows the number of schools attended by Europeans only and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March					
			1892-93.			1893-94.		
	1892-93.	1893-94.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
Aided for boys. High schools ...	1	1	132	...	132	144	...	144
Aided for boys. Middle schools	3	3	45	54	99	36	59	95
Total ...	4	4	177	54	231	180	59	239
Aided for girls. High schools ..	5	6	107	525	632	158	643	801
Aided for girls. Middle schools	6	4	89	133	222	54	99	153
Total ...	11	10	196	658	854	212	742	954
Total Secondary Schools ..	15	14	373	712	1,085	392	801	1,193
Primary Schools—								
For boys	1	...	10	12	22	...	...	...
For girls	1	3	...	25	25	13	58	71
Total Primary Schools ...	2	3	10	37	47	13	58	71
Special Schools—								
For boys	...	...	...	...	...	...	...	...
For girls	3	3	43	64	107	35	65	100
Total Special Schools ...	3	3	43	64	107	35	65	100
Grand Total ...	20	20	426	813	1,239	440	924	1,364

There is no change in the number of schools, but the number of pupils has increased by 125. There is an increase of one under High schools for girls, caused by the advancement of the European and Eurasian Girls' school, Moulmein, from the Middle grade. The reduction of two Middle schools is also due to the advancement of this school and to the lowering of the grade of St. Matthew's school, Moulmein, from the Middle to the Primary. Similarly, the latter school accounts for the increase under Primary schools for girls; the other school, a new one, which has been brought on the list, being the Church of England school at Mandalay.

97. In the following schools European pupils are specially provided for. The figures shown against each school represent the actual number of pupils of all races, including Europeans, in attendance on the 31st March :—

St. John's Convent, Rangoon	210
Episcopal Methodist School, Rangoon	163
Diocesan Girls' school, Rangoon	138
Old Convent (English) Rangoon	63
Diocesan Boys' school, Rangoon	144
St. Phillip's school, Rangoon	56
Bishop's Home school, Rangoon	33
Methodist Episcopal (Kindergarten), Rangoon	40
St. John's Convent (Kindergarten), Rangoon	44
St. John's Convent Normal School department, Rangoon ...	16
Eurasian Girls' High school, Moulmein	89
Cantonment school, Moulmein	48
St. Joseph's Convent, Moulmein	110
St. Matthew's school, Moulmein	25
St. Anne's Convent, Akyab	55
St. Mark's school, Akyab	22
St. Joseph's Convent, Mandalay	134
A. B. M. European and Eurasian Girls' school, Mandalay ...	21
Church of England school, Mandalay	13
Railway school, Yamèthin	17
Total	1,441

Of the foregoing 1,441 pupils 1,364 are Europeans and Eurasians, the remaining 77 are made up of 29 Native Christians, 8 Mahomedans, 23 Buddhists, the other 17 being made up of Chinese, Jews, and Parsees. Schools which are open to all races, but which are largely attended by Europeans, continue the same as last year, namely, St. John's College, S. P. G., 123 pupils; St. Paul's High school, 266; the American Baptist Mission Union school, 40 pupils, all in Rangoon, and St. Patrick's school, Moulmein, with 86 pupils. These account for the majority of the 805 pupils attending schools open to all races.

98. The following table shows the cost of European education in the 20 schools maintained for European children only :—

Head of expenditure.	1892-93.		1893-94.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	19,195	68,467	18,267	70,299
Primary education	340	4,182	746	4,559
Special education	2,018	2,846	2,232	3,974
Scholarships	...	...	546	546
Buildings	1,000	10,994	10,500	23,256
Superintendence	...	10,351	...	10,683
Furniture and apparatus (special grants only) ...	180	1,139	250	1,744
Miscellaneous	...	3,484	...	1,420
Total ...	22,733	1,01,463	32,541	1,16,481

99. The following table gives the particulars according to the stages of instruction for the 17 Secondary and Primary schools open to Europeans only :—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For Boys. Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	...	4	239	7	...	7	46	9	55	58	20	78	69	30	99	...	...	...	180	59	239
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	4	239	7	...	7	46	9	55	58	20	78	69	30	99	...	...	...	180	59	239
For Girls. Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	...	10	954	...	28	28	25	198	223	56	227	283	131	289	420	...	...	...	212	742	954
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	10	954	...	28	28	25	198	223	56	227	283	131	289	420	...	...	...	212	742	954
Total Secondary Schools		...	14	1,193	7	28	35	71	207	278	114	247	361	200	319	519	...	...	...	392	801	1,193
Primary Schools.																						
For Boys. Government		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Government		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided		...	3	71	...	...	...	...	3	3	2	16	18	11	39	50	...	...	...	13	58	71
Unaided		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		...	3	71	...	...	...	...	3	3	2	10	18	11	39	50	...	...	...	13	58	71
Total Primary Schools		...	3	71	...	...	...	...	3	3	2	16	18	11	39	50	...	...	...	13	58	71
GRAND TOTAL		...	17	1,264	7	28	35	71	210	281	116	263	379	211	358	569	...	...	...	405	859	1,264

100. The following table shows the number of passes under all standards gained by European pupils during the past two years :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		All races.			
	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
B. A.	...	...	2	...	2	...
F. A.	...	...	5	6	5	6
IX, Entrance	10	7	14	5	24	12
VIII	16	25	12	20	28	45
VII } Middle	45	40	40	29	85	69
VI } Middle	30	79	30	40	60	119
V } Middle	80	91	39	78	119	169
IV } Upper Primary ...	106	118	47	55	153	173
III } Upper Primary ...	124	151	89	59	213	210
II } Lower Primary ...	135	151	85	57	220	208
I } Lower Primary ...	126	139	60	73	186	212
Total ...	672	801	423	422	1,095	1,223

(*b*) *Mahomedans and Karens.*

101. The statistics for these have been already given in Section V. There are no Karen schools in Upper Burma.

(*c*) *Chins.*

102. Education for the children of this race is provided by the American Baptist Mission at Sandoway and at Thayetmyo. This year the latter school has been registered. Both schools are doing good work.

(*d*) *Kachins.*

103. The only school for these is that of the American Baptist Mission at Bhamo. This school is steadily progressing and is popular.

(*e*) *Tamils and Telugus.*

104. The statistics under this head will come into next year's report. From April 1894 a Deputy Inspector of Schools has been appointed and work among these people fairly started.

The Anglo-Vernacular schools, specially for Tamils and Telugus, are St. Anthony's Roman Catholic Mission, the Luthern Mission, St. Gabriel's S. P. G., Maduray Pillay's, and the American Baptist Mission, all in Rangoon; the American Baptist Mission in Moulmein and the Railway school at Insein.

(*f*) *Chinese.*

105. No returns have been submitted this year by any of the Inspectors regarding these. There is a very large number of Chinese and half-Chinese children attending the Anglo-Vernacular and Vernacular schools in both Upper and Lower Burma.

(*g*) *Talaings.*

106. A petition from the Baptist Mission at Moulmein has been submitted asking that special provision may be made for these people, and the matter is under consideration.

(*h*) *Manipurians.*

107. There are none on the register; those that do exist on the private list teach nothing but fortune-telling and Hindu prayers.

(*k*) *Shans.*

108. No statistics regarding these have been submitted from Upper Burma

SECTION IX.

PRIVATE SCHOOLS.

109. In Lower Burma there is a decrease of 31 schools and 1,031 pupils.

Now that a Tamil and Telugu Deputy Inspector has been appointed still further decrease may be expected among this class of schools as many will conform to departmental rules. In Upper Burma there is an increase of 325 schools and 4,036 pupils.

For the whole province we have an increase of 294 schools and 3,005 pupils.

110. The reason for the increase in Upper Burma has been given in Section V. It is chiefly due to the withdrawal of monastic schools. As long as the Educational officers visited the monastic schools and personally in a friendly manner made all the arrangements for the registration at the request of the monks, we had many monastic schools on our lists.

Now Educational officers may not visit these schools till the monks have written to the Deputy Commissioner and asked to have their schools visited. The monks do not care to do this. They will not take the trouble and they do not care for the publicity involved, and they look upon it as too formal.

111. The private schools give in reality very little more teaching than elementary reading and writing. They are quite unable to come up to the very low test required by the Department. This is due in many cases to prejudice and in others to ignorance on the part of the managers.

112. The following statement gives the statistics of the schools for the past two years:—

District.	Schools, 1892-93.	Schools, 1893-94.							Pupils, 1892-93.	Pupils, 1893-94.								
	Total schools, 1892-93.	European.	Burmese and Talaing.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Manipurian.	Total schools, 1893-94.	Total pupils, 1892-93.	European.	Native Christian.	Burmese and Talaing.	Karen.	Mahomedan.	Shan.	Hindu.	Chinese.	Total pupils, 1893-94.
Akyab	440	...	246	...	197	..	...	...	443	5,529	...	...	3,262	...	2,121	...	...	...	5,383
Kyaukpyu	303	...	184	...	4	...	...	...	188	1,837	...	...	1,849	...	75	...	...	...	1,924
Sandoway	52	...	49	...	...	...	...	...	49	624	...	...	641	...	...	...	...	...	641
Arakan Hill Tracts ...	...	...	1	...	...	...	...	...	1	...	...	...	10	...	...	...	...	...	10
Rangoon	174	...	146	...	5	2	1	...	154	2,099	...	...	1,469	...	301	...	20	...	1,790
Hanthawaddy ...	213	...	169	3	...	...	...	...	172	3,065	...	...	1,362	30	...	...	...	...	1,392
Pegu	276	...	277	9	4	...	...	...	290	1,986	..	...	2,731	142	40	...	...	...	2,913
Tharrawaddy ...	105	...	73	7	...	...	...	...	80	1,366	...	...	823	130	...	...	...	...	953
Prome	240	...	222	...	2	...	...	...	224	1,891	...	...	1,660	...	33	...	...	...	1,693
Thôngwa	176	...	176	32	4	...	...	...	212	1,646	...	3	2,023	561	30	...	...	...	2,617
Bassein	231	...	194	32	2	...	...	...	228	2,005	...	...	1,422	536	84	...	1	...	2,043
Henzada	335	...	340	10	...	...	...	...	350	5,007	...	...	5,701	152	...	...	...	...	5,853
Thayetmyo... ...	302	...	287	...	4	...	...	...	291	3,641	...	...	2,819	...	61	...	...	...	2,880
Moulmein Town ...	95	...	48	...	...	...	...	...	48	1,606	...	.	291	...	...	...	..	...	291
Amherst	401	...	302	121	...	..	...	...	423	5,169	...	...	4,001	1,280	...	...	...	...	5,281
Shwegyin	226	...	203	7	5	...	...	...	215	4,364	...	...	3,775	305	31	...	...	...	4,111
Toungoo	193	...	212	50	6	...	...	...	268	2,548	...	...	3,152	705	129	146	...	...	4,132
Tavoy	188	...	180	...	1	...	...	..	181	3,512	...	..	3,111	...	31	...	...	...	3,142
Mergui	82	...	71	3	10	...	...	...	84	1,676	...	17	1,251	21	179	...	...	...	1,468
Salween	10	...	...	10	...	...	...	...	10	118	...	...	...	136	...	...	...	...	136
Total, Lower Burma ...	3,942	...	3,380	284	244	2	1	...	3,911	49,684	...	20	41,353	3,998	3,115	146	21	...	48,653
Mandalay	1,276	...	1,362	...	25	1	...	10	1,398	8,365	...	19	8,712	...	613	...	118	...	9,462
Bhamo	48	...	7	...	...	...	...	...	7	288	...	...	23	...	...	...	...	...	23
Katha	79	...	3	...	...	...	...	...	3	494	...	...	7	...	...	...	...	...	7
Ruby Mines ...	7	...	1	..	...	...	...	...	1	58	...	...	1	...	...	...	...	...	1
Shwebo	277	...	319	...	1	...	...	...	320	1,458	...	...	1,560	...	12	...	...	...	1,572
Ye-u	168	...	220	...	...	...	...	...	220	1,672	...	...	2,362	...	..	...	...	...	2,362
Sagaing	647	...	771	...	...	...	...	...	771	7,569	...	...	5,957	...	...	...	...	...	5,957
Lower Chindwin ...	327	...	478	..	....	...	...	...	478	1,920	...	...	3,692	...	...	...	...	...	3,692
Upper Chindwin ...	158	...	157	...	...	...	...	...	157	1,068	...	...	1,042	..	...	...	...	..	1,042
Pakôkku	269	...	363	...	...	...	...	...	363	1,820	...	...	2,621	...	...	...	...	...	2,621
Minbu	310	...	343	...	...	...	...	...	343	1,970	...	...	3,094	...	...	...	...	...	3,094
Magwe	508	...	515	...	...	...	...	...	515	4,645	..	...	6,130	...	...	...	...	...	6,130
Kyaukse	392	...	360	...	9	...	...	...	369	2,885	...	...	2,382	...	99	...	...	...	2,481
Meiktila	382	...	410	...	1	...	...	...	411	4,794	...	...	4,824	...	15	...	...	...	4,839
Yamèthin	187	...	159	...	...	...	...	...	159	1,229	...	...	1,198	...	...	...	...	...	1,198
Myingyan	722	...	566	...	1	...	...	...	567	5,692	...	...	5,475	...	7	...	...	...	5,482
Total, Upper Burma ...	5,757	...	6,034	...	37	1	...	10	6,082	45,927	...	19	49,080	...	746	...	118	...	49,963
GRAND TOTAL FOR THE PROVINCE.	9,699	...	9,414	284	281	3	1	10	9,993	95,611	...	39	90,433	3,998	3,861	146	139	...	98,616
Increase	...	...	...	...	...	...	...	...	294	...	...	...	...	...	...	...	...	...	3,005
Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

113. The work done during the year by the Text-book Committee has been very satisfactory. In paragraph 94 of last year's report I gave a list showing the work to be finished and the new work to be undertaken during the year. The whole of it has been done, except the translation of the work on Kindergarten. This is in hand. The whole edition of 1,000 copies of Gladman's "School Method" and nearly all of Fowler's "Discipline and Instruction" have already been sold. A second edition of the former is being prepared.

This completes the list of books required for the Vernacular Teachers' tests.

114. The Sub-Committee appointed to prepare a Burmese Grammar met regularly during the year and the work has fairly advanced. Mr. Lonsdale, the Editor, is to write the Grammar. Mr. Mack resigned and his place was taken by Mr. Sandys.

The preparation of this Grammar, the work on Kindergarten, and the translation of Morris' 'Drawing' will keep the staff fully at work.

115. A really good Geography, after the model of Longman's geographies, is much wanted. One or two men have written geographies, but they are merely compilations of definitions and of names. I hope that next year one will be prepared.

116. Books have been well distributed, both in Upper and Lower Burma. Burmese maps are still sadly wanted. No press seems inclined to come forward and take the matter up. With a limited staff and a pressure of other work the Text-book Committee cannot undertake it, nor do I think it should. It has prepared lists of names with the authorized spelling. These lists are at the disposal of any one who wishes to undertake the preparation of the maps.

117. Mr. Lonsdale commends his staff for the good work it has done and makes special mention of Yeo Wun Sin, the Sub-Editor.

I am glad to be able to endorse it and also to bear testimony to the very good work Mr. Lonsdale himself has done. He never spares himself: the work of the year shows it.

SECTION XI.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

118. These have been kept steadily in view.

SECTION XII.

CONCLUSION.

119. I cannot conclude this report without a reference to the loss we have sustained in the death of the venerable Bishop Bigandet, associated as he was with us in the Educational Syndicate, in the Text-book Committee, and in the Stipend Board. We miss his familiar figure and his kindly sound advice. He never missed a meeting or was late at one. His deep learning, his thorough knowledge of the manners, customs, and religion of the people of the country, his sound judgment, his kindly sympathy, and his liberal views commanded the respect and attention of all his colleagues.

120. To the list of officers whose services have been elsewhere mentioned I would here add the following:—

Mr. Wilkins and his staff in the Moulmein High and Normal schools deserve special praise for the very good results achieved by them. The schools are in a high state of efficiency, both as to discipline and work.

Mr. Francke of Sandoway and Mr. Reilly Jones of Kyaukpyu have brought their schools to the front. Mr. Mackertoom of Pegu has succeeded in restoring that school to the VIIth Standard.

Mergui and Sliwegyin have done well under Mr. Cotton and Mr. Phillips respectively.

It is time we had better results in Prome, Bassein, and Akyab. The results are very inadequate for the size of the staff and the annual cost. Mr. Gray of Henzada has done good work. Ill-health, however, obliged him to take leave at the most important part of the year.

Mr. Culloden at Yandoon has worked his school up very well.

121. My office has worked steadily and well as last year. We have no arrears and the bills have been passed punctually.

Mr. Maher, the Superintendent, Mr. Jones, the Accountant, and Maung Po U, who has acted for him, deserve credit.

122. The officers of the department have been in close touch with school-managers and have done all they could to help and advise them. The relations with them have been thoroughly good.

JOHN VANSOMEREN POPE,
Director of Public Instruction.

APPENDICES.

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1893-94.*

(For Details see General Table No. III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,71,430	Towns ... 60 Villages ... 28,709 Total ... 28,769	Males ... 3,887,156 Females 3,740,412 Total ... 7,627,568	Institutions ... For males ...	1	...	164	4,493	2	23	4,683	...	9,926	14,609	Institutions to number of towns and villages ... 51·52	
			Institutions ... For females	...	...	19	121	3	4	147	...	67	214		
			Institutions ... Total ...	1	...	183	4,614	5	27	4,830	...	9,993	14,823	...	
			Scholars ... Males ...	73	...	14,206	1,01,502	98	527	1,16,406	...	95,792	2,12,198	Male scholars to male population of school-going age ... 36·	
			Scholars ... Females ...	3	...	3,156	19,182	92	95	22,528	...	2,824	25,352	Female scholars to female population of school-going age ... 4·52	
			Scholars ... Total ...	76	...	17,362	1,20,684	190	622	1,38,934	...	98,616	2,37,550	...	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1893-94.*

(For details see General Table IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on public instruction.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Institutions ... For males	Rs. 47,950	Rs. ...	Rs. 4,10,388	Rs. 1,83,376	Rs. 25,369	Rs. 46,939	Rs. 7,14,022	Rs. ...	Rs. 31,268	Rs. 1,32,381	Rs. 18,962	Rs. 99,677	Rs. 10,236	Rs. 60,448	Rs. 3,52,972	Rs. 11,76,305	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 36·56
For females	...	...	79,768	19,457	6,013	4,073	1,09,311										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction... 12·20
Total ...	47,950	...	4,90,156	2,02,833	31,382	51,012	8,23,333	...	31,268	1,32,381	18,962	99,677	10,236	60,448	3,52,972	11,76,305	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction... 15·24
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	10·11	...	17·26	7·76	7·15	7·64	49·92	...	7·27	20·87	4·27	6·80	0·70	10·17	50·08	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction... 18·55
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	9·88	69·09	...	...	78·97	...	...	20·74	0·13	0·16	...	...	21·03	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 17·45
(*c*)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	47·10	24·30	...	0·01	71·41	...	...	7·16	0·23	12·57	0·31	8·32	28·59	100	Total ... 100.
(*d*)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	4·07	...	41·67	17·24	2·67	4·34	69·99	...	2·67	11·25	1·61	8·47	0·87	5·14	30·01	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	544 14 0	...	18 14 10	...	161 13 1	56 3 1	71 3 3										
Cost to local and municipal funds	...	...	...	...	...	...	0 2 0										
Total cost ...	599 6 0	...	53 4 5	...	165 2 8	72 5 6	98 13 8										
Local fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	7 13 2	...	...	...	7 2 2										
Cost to municipal funds ...	...	...	20 11 3	36 2 10	...	...	30 15 11										
Total cost ...	...	...	48 9 7	49 11 6	...	...	57 10 2										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	...	...	2 11 7	0 9 4	...	71 15 6	1 6 11										
Cost to local and municipal funds	...	...	4 3 10	2 6 3	...	0 1 6	2 13 3										
Total cost ...	...	...	23 15 3	3 6 5	...	176 12 7	8 14 6										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	544 14 0	...	4 4 11	0 4 5	161 13 1	59 2 4	3 1 8										
Cost to local and municipal funds	...	...	5 11 8	1 2 11	...	0 0 3	2 5 3										
Total cost ...	599 6 0	...	28 7 8	1 10 11	165 2 8	91 14 7	8 7 9										

GENERAL TABLE NO. III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	76	80	68	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	76	80	68	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools — English	2	1,082	1,109	950	3	756	745	586	...	...	...	...
For boys — Middle do. — English	...	...	...	...	11	1,095	1,096	932	...	...	...	...
For boys — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools — English	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. — English	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	1,082	1,109	950	14	1,851	1,841	1,518	...	...	...	...
Primary Schools.												
For boys	...	...	...	...	3	85	69	59	...	...	...	...
For girls	...	...	...	...	1	119	108	85	...	...	...	...
Total	...	...	...	...	4	204	177	144	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	98	96	88	...	...	...	...	...	...	...	...
Training schools for mistresses	3	92	94	89	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	1	17	13	13	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	18	340	309	266	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	5	146	129	107	...	...	...	...	...	...	...	...
Total	29	693	641	563	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS FOR PUBLIC INSTRUCTION.	32	1,851	1,830	1,581	18	2,055	2,018	1,662	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ... ...

Scholars in Burma for the official year 1893-94.

TUTIONS.																			
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						
Aided by Government, or by Local Funds, or Municipal Boards.				*Unaided.*															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	1	76	76	57	...	16	4	3	4	49	3	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	76	76	57	...	16	4	3	4	49	3	...	
6	2,205	2,169	1,862	...	...	...	...	11	4,043	4,043	100	3,793	686	541	75	277	2,464	71	...	
39	3,656	3,643	2,908	...	...	...	...	50	4,751	3,653	840	3,195	263	1,268	577	329	2,314	427	...	
103	6,805	6,805	6,805	...	...	...	...	103	6,805	...	2,153	6,805	1	1,279	12	144	5,369	1,371	...	
6	844	779	693	...	...	...	...	6	844	844	...	567	801	26	...	8	9	...	172	
6	370	317	282	...	...	...	...	6	370	370	...	334	153	46	...	...	171	...	132	
7	549	549	549	...	...	...	...	7	549	...	110	549	...	286	...	73	190	...	172	
167	14,429	14,262	13,105	...	...	...	...	183	17,362	8,910	3,203	15,243	1,904	3,446	664	831	10,517	1,869	476	
1,513	54,183	54,167	54,036	2,977	62,654	62,654	62,654	4,493	116,921	786	51,456	113,360	26	8,109	230	1,648	106,908	16,784	...	
80	2,894	2,870	2,856	40	750	750	750	121	3,763	245	982	2,861	105	319	15	44	3,280	...	1,365	
1,593	57,076	57,037	56,892	3,017	63,404	63,404	63,404	4,614	120,684	1,031	52,438	116,221	131	8,428	245	1,692	110,188	16,784	1,365	
...	...	...	...	...	...	...	...	2	98	41	33	67	...	32	...	33	33	...	...	
...	...	...	...	...	...	...	...	3	92	87	...	87	16	70	...	2	4	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	17	17	...	...	7	...	2	2	6	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	18	340	...	...	340	...	2	...	4	334	...	...	
2	79	55	45	...	...	...	...	2	79	46	...	33	7	24	1	3	44	...	...	
1	40	49	35	...	...	...	...	6	186	108	...	102	88	29	1	2	66	14	60	
3	119	101	80	...	...	...	...	32	812	299	33	629	118	157	4	46	487	14	60	
1,763	71,624	71,403	70,077	3,017	63,404	63,404	63,404	4,830	138,934	10,316	55,731	132,093	2,169	12,035	916	2,573	121,241	18,670	1,901	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	For boys	9,632	93,741	42	48,038	93,622	...	39	1	7	93,694	1,615	...	
							„ girls	67	794	...	339	794	...	...	...	...	794	...	137	
...	...	...	...	...	...	...	For boys	281	3,848	...	[1]3,848	27	...	...	...	3,839	9	542	...	
							„ girls	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	For boys	13	233	80	35	153	...	...	138	15	80	10	...	
							„ girls	...	...	...	...	...	...	...	...	...	...	...	...	
				Total		...		9,993	98,616	122	51,260	94,596	...	39	139	3,861	94,577	2,167	137	
				GRAND TOTAL		...		14,823	237,550	10,438	106,991	226,689	2,169	12,074	1,055	6,434	215,818	20,83	2,038	

GENERAL TABLE IV-B.—*Return of Expenditure on Public*

PUBLIC INSTI

UNDER PUBLIC MANAGEMENT.

Objects of expenditure.	*Managed by Government.*							*Managed by Local Funds and Municipal Boards.*							*Maintained by*			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	43,590	..	...	4,360	...	...	47,950	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	43,590	...	...	4,360	...	...	47,950	...	...	...	...	...	...	...	...	...	..	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys. High schools	20,990	...	...	38,092	...	...	59,082	7,956	...	10,792	18,721	...	...	37,469	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys. Middle schools. English	...	...	...	...	...	...	...	6,448	...	27,323	18,234	...	...	52,005	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys. Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls. High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls. Middle schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls. Middle schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	20,990	...	...	38,092	...	...	59,082	14,404	...	38,115	36,955	...	...	89,474	...	...	...	...
Primary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	3,080	914	...	...	3,994	.	...	...	..
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	3,323	1,483	...	...	4,806	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	6,403	2,397	...	...	8,800	..	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	25,369	...	...	...	...	...	25,369	...	...	...	...	...	...	...	...	...	..	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	5,376	...	...	482	...	155	6,013	...	...	...	...	...	...	...	...	...	..	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	3,556	...	...	1,330	...	...	4,886	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	18,677	...	...	4,731	...	...	23,408	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	3,109	...	...	1,129	...	94	4,332	...	...	...	...	...	...	...	..	...	...	...
Total	56,087	...	...	7,672	...	249	64,008	...	...	...	...	...	...	...	...	...	...	...
Buildings	9,635	230	...	...	...	...	9,865	...	...	18,035	...	...	...	18,035	...	...	...	..
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	9,635	230	...	...	...	...	9,865	...	...	18,035	...	...	...	18,035	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN. Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	..
SCHOLARSHIPS HELD IN. Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN. Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN. Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN. Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	..
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,30,302	230	...	50,124	...	249	1,80,905	14,404	...	62,553	39,352	...	...	1,16,309	..	.	..	...

(*a*) Rs. 904, (*b*) Rs. 235, and (*c*) Rs. 1,139 of these items represent the cost of the Kindergarten Departments of the Government Normal School, garten Departments attached to female schools,

Instruction in Burma for the official year 1893-94.

TUTIONS.																		
			UNDER PRIVATE MANAGEMENT.										TOTAL EXPENDITURE FROM					
Native States.			*Aided by Government or by Local Funds or Municipal Boards.*							*Unaided.*								
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,590	...	...	4,360	...	47,950
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,590	...	...	4,360	...	47,950
...	...	...	10,187	...	10,848	41,413	7,555	21,218	91,221	...	...	...	...	39,133	...	21,640	98,226	28,773	1,87,772
...	...	...	8,620	757	9,943	43,853	20,302	50,928	1,34,403	...	...	...	...	15,068	757	37,266	62,087	71,230	1,86,408
...	...	...	6,688	13,418	16,102	...	...	...	36,208	...	...	...	...	6,688	13,418	16,102	...	...	36,208
...	...	...	9,398	...	4,688	28,739	1,181	11,219	55,225	...	...	...	...	9,398	...	4,688	28,739	12,400	55,225
...	...	...	2,411	...	574	5,872	...	9,996	18,853	...	...	...	...	2,411	...	574	5,872	9,996	18,853
...	...	...	1,520	...	4,170	...	...	...	5,690	...	...	...	...	1,520	...	4,170	...	...	5,690
...	...	...	38,824	14,175	46,325	1,19,877	29,038	93,361	3,41,600	...	...	...	...	74,218	14,175	84,440	1,94,924	1,22,399	4,90,156
...	...	...	29,322	97,938	33,259	7,269	775	10,819	1,79,382	...	...	...	...	29,322	97,938	36,339	8,183	11,594	1,83,376
...	...	...	4,056	1,215	3,902	835	2,012	2,631	14,651	...	...	...	...	4,056	1,215	7,225	2,318	4,643	19,457
...	...	...	33,378	99,153	37,161	8,104	2,787	13,450	1,94,033	...	...	...	...	33,378	99,153	43,564	10,501	16,237	2,02,833
...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,369	...	...	...	...	25,369
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,376	...	...	482	155	6,013
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,556	...	...	1,330	...	4,886
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,677	...	...	4,731	...	23,408
...	...	...	7,485	...	...	..	...	10,021	17,506	...	...	...	...	7,485	...	...	...	10,021	17,506
...	...	...	...	...	10	666	...	204	880	...	...	...	...	3,109(a)	...	10	1,795(b)	298	5,212(c)
...	...	...	7,485	...	10	666	...	10,225	18,386	...	...	...	...	63,572	...	10	8,338	10,474	82,394
...	...	...	19,600	...	4,500	...	...	47,677	71,777	...	...	...	...	29,235	230	22,535	...	47,677	99,677
...	...	...	2,975	...	554	...	..	6,707	10,236	...	...	...	...	2,975	...	554	...	6,707	10,236
...	...	...	22,575	...	5,054	...	...	54,384	82,013	...	...	...	...	32,210	230	23,089	...	54,384	1,09,913
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	31,268	...	...	...	...	31,268
...	...	...	...	...	...	...	...	...	...	..	...	...	...	89,763	29,774	12,844	...	...	1,32,381
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,904	...	...	...	...	4,904
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,360	...	72	...	...	2,432
...	...	...	...	...	...	...	...	...	...	...	...	...	...	823	186	341	...	...	1,350
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,276	...	...	...	...	10,276
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,736	...	14,925	...	1,787	60,448
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,83,130	29,960	28,182	...	1,787	2,43,059
...	...	...	1,02,262	1,13,328	88,550	1,28,647	31,825	1,71,420	6,36,032	...	...	...	...	4,30,098	1,43,518	1,79,285	2,18,123	2,05,281	11,76 305

Moulmein, and that attached to the Rangoon Baptist College, these being taken as boys schools. The balance under each head is the cost of the Kinder.

GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1893-94.*

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*				
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys — Government — English	2	1,082	106	...	106	406	...	406	282	...	282	288	...	288	...	...	...	1,082	...	1,082
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	14	1,851	44	...	44	556	2	558	613	4	617	630	2	632	...	...	...	1,843	8	1,851
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	45	5,861	79	1	80	1,349	63	1,412	1,750	151	1,901	2,193	275	2,468	...	...	...	5,371	490	5,861
For boys — Aided — Vernacular	103	6,805	...	...	...	454	40	494	1,313	223	1,536	3,067	1,108	4,775	...	...	...	5,434	1,371	6,805
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	164	15,599	229	1	230	2,765	105	2,870	3958	378	4,336	6,778	1,385	8,163	...	...	...	13,730	1,869	15,599
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	12	1,214	...	28	28	25	211	236	66	273	339	213	398	611	...	...	...	304	910	1,214
For girls — Aided — Vernacular	7	549	...	...	...	8	100	108	20	75	95	144	202	346	...	...	...	172	377	549
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	19	1,763	...	28	28	33	311	344	86	348	434	357	600	957	...	...	...	476	1,287	1,763
Total Secondary Schools	183	17,362	229	29	258	2,798	416	3,214	4,044	726	4,770	7,135	1,985	9,120	...	...	...	14,206	3,156	17,362

Primary Schools—																							
For boys	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	3	85	...	...	...	...	...	...	38	...	38	47	...	47	...	...	...	85	...	85
	Native State	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	1,513	54,182	...	...	...	2	...	2	2,766	593	3,359	38,296	12,525	50,821	...	...	...	41,064	13,118	54,182
	Unaided	...	...	...	2,977	62,654	...	...	...	...	...	...	12	8	20	58,976	3,658	62,634	...	...	...	58,988	3,666	62,654
			Total	...	4,493	116,921	...	...	...	2	...	2	2,816	601	3,417	97,319	16,183	113,502	...	...	...	100,137	16,784	116,921
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	1	119	...	...	...	...	...	...	6	15	21	40	58	98	...	...	...	46	73	119
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	80	2,894	...	...	...	...	3	3	104	113	217	953	1,691	2,674	...	...	...	1,087	1,807	2,894
	Unaided	...	...	...	40	750	...	...	...	...	...	...	...	...	...	232	518	750	...	...	...	232	518	750
			Tota	...	121	3,763	...	...	...	...	3	3	110	128	238	1,255	2,267	3,522	...	...	...	1,365	2,398	3,763
			Total Primary Schools	...	4,614	120,684	...	...	...	2	3	5	2,926	729	3,655	98,574	18,450	117,024	...	...	...	101,502	19,182	120,684
			GRAND TOTAL	...	4,797	138,046	22	29	258	2,800	419	3,219	6,970	1,455	8,425	105,709	20,435	126,144	...	...	...	115,708	22,338	138,046

EDUCATION GENERAL TABLE VI.

Return showing the Results of Prescribed Examinations in Burma during the official year 1893-94.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	..	..	...	..	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	..	..	1	9	...	...	...	9	...	...	...	...	...	...	...	...	...	...	
3. B. Sc.	...	...	...	..	..	...	...	..	...	...	...	..	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	..	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
First Arts	1	...	...	1	26	...	...	...	26	9	...	...	...	9	6	...	...	...	3	
Previous examination	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3 Bachelor of Law																							
Medicine—																							
1 M. D.																							
2. M. B.																							
3. Honours in Medicine and Surgery																							
4. L. M. S.																							
5. First M B.																							
First L. M. S.																							
6. Preliminary Scientific																							
Engineering—																							
1. M. C. E.																							
2. B. C. E.																							
3. L. C. E.																							
4. First L. C. E																							
Teaching—																							
1. Licentiate in Teaching ... ... 36 61 142 239 89 136 289 125 639 15 50 31 23 119 20 44 ... 2 53																							
Schools for General Education—																							
Matriculation... ... ... Boys ... 5 5 ... 10 61 30 ... 2 113 24 15 ... 2 41 10 1 2 4 24																							
Girls ... ... 3 ... 3 ... 12 ... ... 12 ... 4 ... ... 4 4																							
Middle School examination ... Boys .. 16 35 34 85 284 379 94 229 986 170 178 19 63 430 35 97 18 18 262																							
Girls ... 2 12 1 15 ... 82 2 4 88 12 52 3 ... 67 34 15 18																							
Upper Primary examination ... Boys ... 19 607 ... 626 839 5,048 ... ... 5,887 674 3,705 ... ... 4,379 197 812 94 152 3,124																							
Girls ... 1 50 ... 51 17 1,216 ... ... 1,233 13 932 ... ... 945 186 377 4 9 369																							
Lower Primary examination ... Boys ... 19 1,667 ... 1,686 811 23,056 ... ... 23,867 676 15,990 ... ... 16,666 219 1,904 193 451 13,89.1																							
Girls ... 1 94 ... 95 31 7,827 ... ... 7,858 26 5,313 ... ... 5,339 201 1,080 27 70 3,961																							
Public Service Certificate examination. English ... 16 17 ... 33 131 50 ... 424 605 103 37 ... 223 363 45 44 5 21 248																							
Vernacular 3 1 ... 4 3 1 ... 40 44 3 1 ... 7 11 ... 1 10																							
Schools of General Instruction—																							
1. Training School examination for masters. Upper ... 1 ... ... 1 27 ... ... 27 18 ... ... 18 ... ... 1 17																							
Lower ... 1 ... ... 1 8 ... ... 8 6 ... ... 6 ... 3 3																							
2. Training School examination for mistresses. Upper ... 2 ... ... 2 34 ... ... 34 18 ... ... 18 ... 18																							
Lower ... 1 ... ... 1 2 ... ... 2																							
3. School of Arts examination																							
4. Medical examination																							
5. Examination in Engineering and Surveying 20 ... 6 26 413 ... 45 97 555 245 ... 16 36 297 ... 7 ... 5 285																							
6. Industrial School examination																							
7. Veterinary examination																							

GENERAL—TABLE VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.																
	In institutions managed by Local Fund Boards.												*In institutions managed by*			Total Local Fund expenditure on public institutions.	Number of institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March,	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
University Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
University Education. — Law	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
University Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
School Education, General. — For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
School Education, General. — For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	757	757	11
School Education, General. — For boys — Middle schools — Vernacular	..	...	...	...	...	...	...	...	...	...	...	...	...	13,418	13,418	...
School Education, General. — For girls — High schools	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	14,175	14,175	14
Primary Schools.																
School Education, General. — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	97,938	97,938	3
School Education, General. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	1,215	1,215	1
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	99,153	99,153	4
Schools for Special Instruction.																
School Education, Special. — Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Training schools for mistresses	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
School Education, Special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	230	...	...	230	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Total	...	...	...	...	...	...	...	...	...	...	...	230	...	...	230	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,774	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,960	...
GRAND TOTAL	...	...	...	...	...	...	...	...	...	...	...	230	...	1,13,328	1,43,51	18

Municipal Expenditure on Public Instruction in Burma for the official year 1893-94.

Expenditure of Municipal Boards on public instruction.															
In institutions managed by Municipal Boards.										*In institutions managed by*					
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
756	745	586	7,956	10,792	...	18,721	...	...	37,469	...	...	10,848	21,640	21,640	
1,095	1,096	932	6,448	27,323	...	18,234	...	...	52,005	...	...	9,943	37,266	38,023	
...	...	...	...	...	...	...	...	...	...	...	...	16,102	16,102	29,520	
...	...	...	...	...	...	...	...	...	...	...	...	4,688	4,688	4,688	
...	...	...	...	...	...	...	...	...	...	...	...	574	574	574	
...	...	...	...	...	...	...	...	...	...	...	...	4,170	4,170	4,170	
1,851	1,841	1,518	14,404	38,115	...	36,955	...	...	89,474	...	...	46,325	84,440	98,615	
85	69	59	...	3,080	...	914	...	...	3,994	...	...	33,259	36,339	1,34,277	
119	108	85	...	3,323	...	1,483	...	...	4,806	...	...	3,902	7,225	8,440	
204	177	144	...	6,403	...	2,397	...	...	8,800	...	...	37,161	43,564	1,42,717	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	10	10	10	
...	...	...	...	...	...	...	...	...	...	...	...	10	10	10	
...	...	...	...	18,035	...	...	...	...	18,035	...	...	4,500	22,535	22,765	
...	...	...	...	...	...	...	...	...	...	...	...	554	554	554	
...	...	...	...	18,035	...	...	...	...	18,035	...	...	5,054	23,089	23,319	
...	...	...	...	...	...	...	...	...	...	...	...	...	12,844	42,618	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	72	72	
...	...	...	...	...	...	...	...	...	...	...	...	...	341	527	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	14,925	14,925	
...	...	...	...	...	...	...	...	...	...	...	...	...	28,182	58,142	
2,055	2,018	1,662	14,404	62,553	...	39,352	...	...	1,16,309	...	...	88,550	1 79,285	3,22,803	

Return showing the Classification of Pupils attending Public Institutions in Burma for the official year 1893-94 according to Religion.

Class of institution.	Total of public institutions.	Number of scholars on 31st March 1894.	Classification of scholars of 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	1	76	20	4	3	47	2	
Oriental	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total ...	1	76	20	4	3	47	2	
School Education, General.								
Secondary Schools.								
For boys — English	61	8,794	2,758	606	652	4,701	77	
For boys — Vernacular	103	6,805	1,280	144	12	5,339	30	
For girls — English	12	1,214	1,026	8	...	163	17	
For girls — Vernacular	7	549	266	73	...	190	...	
Total ...	183	17,362	5,350	831	664	10,393	124	
Primary Schools.								
For boys	4,493	116,921	8,135	1,648	230	106,882	26	
For girls	121	3,763	424	44	15	3,279	1	
Total ...	4,614	120,684	8,559	1,692	245	110,161	27	
School Education, Special.								
Schools for Special Instruction.								
Training schools for masters ...	2	98	32	33	...	33	...	
Training schools for mistresses ...		92	86	2	...	4	...	
Schools of art	...	...	...	...	...	...	...	
Law schools	1	17	7	2	2	6	...	
Medical schools	...	...	...	...	...	...	...	
Engineering and survey schools ...	18	340	2	4	...	334	...	
Industrial schools	2	79	31	3	1	44	...	
Other schools	6	186	117	2	1	66	...	
Total ...	32	812	275	46	4	487	...	
Total of Colleges and Schools of Public Instruction.	4,830	138,934	14,204	2,573	916	121,088	153	

G. B. C. P. O.—No. 3865, B. S., 26-10-94—600.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1894-95.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1895.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

For the year 1894-95.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-28, dated the 13th November 1895.

READ—

The Report of the Director of Public Instruction, Burma, for the year 1894-95.

RESOLUTION.—The report was due in the Secretariat on the 1st August and was submitted punctually. The Chief Commissioner has read with interest the remarks of Deputy Commissioners and Commissioners on the local reports. The comments made by the Deputy Commissioners of Bassein, Myaungmya, Amherst, and Sagaing on the reports of the Deputy Inspectors are specially useful. More than one complaint is made of the difficulty which has been experienced in dealing with and criticising the Deputy Inspectors' reports owing to the imperfect knowledge of English displayed by the writers. The suggestion of one Deputy Commissioner that Deputy Inspectors whose acquaintance with English is as limited as that of some of these educational officers appears to be should submit their reports in the Vernacular commends itself to the Chief Commissioner. Sir Frederic Fryer is indeed of opinion that in Upper Burma, where the operations of the Education Department are viewed with a certain degree of suspicion and restlessness by some of the Buddhist monks, it would be wiser to appoint as Deputy Inspectors of Schools men who have received a fairly good vernacular education than young Lower Burmans, whose knowledge of English is imperfect, and who are not acquainted with the ways and manners of the country. It is to the Deputy Inspectors of Schools that the Chief Commissioner must look for help in the work of enlisting the sympathy and co-operation of the monks in the cause of education. The Director is requested to consider the matter. The remark made by another District Officer in connection with the withdrawal of boys from school to assist in the fields, to the effect that, after all, training in field-work is a most important part of a would-be cultivator's education, is certainly to the point.

General results.

2. The total number of educational institutions in the province rose during the year under report from 14,823 to 15,084 and the number of pupils from 237,550 to 244,734. This advance occurred under the head of private institutions. Higher education, as judged of by the number of public institutions and the attendance at them, showed a considerable falling off, the total of schools having decreased from 4,830 to 4,533 and that of scholars from 138,934 to 132,723. This apparent retrogression is explained partly by the fact that greater strictness has been used in the classification of schools and partly by the depressed condition of the Lower Province during the year. The Director of Public Instruction is of opinion that the spread

of primary education can best be secured by introducing into Lower Burma the system of itinerant teachers which has been tried and found successful in Upper Burma and by grafting it on to the recently sanctioned pupil-teacher system. The Chief Commissioner is willing to consider any definite proposals which may be put forward in this regard. Notwithstanding the addition of the Baptist College, Rangoon, to the list of collegiate institutions, the number of students undergoing University education has fallen from 76 to 71. The poor results obtained by the Rangoon College in the preceding year are said to be responsible for the diminution. High schools have increased by two, and the attendance of scholars at institutions of this class has risen from 4,043 to 4,413. An advance of 25 (140 to 165) in the number of female public institutions and of over 1,000 in the number of pupils, is a satisfactory feature of the report. Middle English schools were less in number by one than in 1893-94, and, though the total of middle Vernacular schools rose from 103 to 107, the attendance fell by 31. The largest decrease occurred, however, under the head of primary schools. These fell from 4,493 in 1893-94 to 4,162, and the diminution in attendance was proportionate. The reason for this falling off has been explained above. Reference was made in last year's Resolution to the hostile attitude of the Buddhist monks to secular education. There is very little in the present report to show what steps have been taken to overcome this hostility, but the fact that the grants earned by monastic schools show an increase is reassuring.

Financial.

3. The net cost to Government of education in the province increased roughly by Rs. 30,000. The expenditure from provincial revenues rose by Rs. 57,136, while that from Municipal and Local Funds showed a fall of Rs. 25,501. The enhanced expenditure is largely due to increased grants for primary and secondary education and for female schools; the larger grants earned are a sign of progress, and expenditure on this account is not therefore to be deprecated. The receipts from fees in schools of all classes increased by Rs. 942. Building grants made by Government aggregated Rs. 27,456 and on the whole the expenditure on account of buildings fell by Rs. 11,231. The large increase of Rs. 5,361 apparent under the head "Miscellaneous" is attributed by the Director to the fact that in the accounts submitted by Presidents of Municipalities and Town Committees under the local audit system many items have been lumped together under the head of "Miscellaneous," which should have been shown under other and separate heads. The Chief Commissioner trusts that the necessary steps are being taken to ensure that a more accurate classification of municipal grants is made in the Municipal accounts in future years.

University education.

4. The number of colleges has been raised to two by the creation of the Baptist College. This college has as yet only three students on its rolls, and the Director reports that no candidates will be presented from it for the F. A. examination during the present calendar year. The average number of students at the Rangoon College has decreased, owing, it is said, to want of success in the previous year's examinations. The year of report shows a marked improvement in results as well as in the number of candidates offering themselves for examination. Twenty-five F. A. and six B. A. passes is a creditable total compared with the figures of 1893-94, which showed nine of the former and none of the latter. The attention of the Educational

Syndicate has been devoted during the year to the amendment of the College curriculum, and proposals which provide for the teaching of the A. course to the B. A. students of the College and for separating the College and High departments from the Middle and Primary departments have been sanctioned since the close of 1894-95. The Law class showed an average attendance of 22 against 13 in 1893-94 last year. It is said that the new rule requiring would-be Advocates of the 2nd grade to have served an apprenticeship in some Advocate's office before being qualified to practise has prejudiced the attendance at the Law class. It is to be regretted that the attendance at the Law class has fallen off, but a smaller number of properly qualified Advocates is to be preferred to a larger number of imperfectly qualified ones.

Educational Syndicate.

5. The Educational Syndicate met, as a whole, once during the year only. The meetings held by the Executive Committee were 13 in number, 11 of them being ordinary meetings and two special. Among other matters discussed by the Executive Committee were the revision of the Grant-in-Aid Rules, the rules relating to the examinations for teachers' certificates and the standards of examination prescribed in the Burma Education Code, the reduction of examination centres and a number of questions connected with the Advocates' examinations. The Chief Commissioner is glad to learn from the Syndicate's Report that the Bernard Free Library was freely patronized during the year, and that the number of both members and visitors has increased. Good progress has been made by the Library authorities in the work of copying Pali manuscripts for the Royal Library at Bangkok. The year opened with a balance of Rs. 42,648 to the credit of the Syndicate fund. The receipts of the fund aggregated Rs. 1,66,306, its expenditure amounted in all to Rs. 1,83,607, and the year closed with a total credit balance of Rs. 25,346. The fund has now a sum of Rs. 81,800 invested in Government securities from which it derives an annual income of Rs. 2,863.

Secondary education.

6. Two new high English schools, St. Luke's S. P. G. School, Toungoo, and St. Gabriel's Tamil School, Rangoon, were started during the year and the total number of pupils studying at schools of this class rose from 4,043 to 4,413. Middle English schools fell from 50 to 49, and the number of pupils from 4,751 to 4,375, and middle Vernacular schools, while they increased by four in number, had 31 scholars less than in 1893-94. The total number of pupils undergoing secondary education in the province fell during the year from 15,599 to 15,562. A considerable improvement is noticeable in the results of the Eighth standard and Entrance examinations. The total of candidates for the former examination was 206 and for the latter 162, and the number of passes was 184 and 65 respectively, as compared with 133 and 43 in the previous year. The results of the provincial Seventh standard examination were also on the whole satisfactory. On the other hand, there was a falling off in the figures for Standards V and VI. The Chief Commissioner fears that too much attention may have been devoted in some schools to the more advanced pupils, to the neglect of the boys working in the lower classes. The schools adversely commented on last year have all improved except that at Akyab, where the weakness in Standards V and VI was specially marked. The Chief Commissioner learns from the report that the headmaster has been warned. Sir Frederic Fryer is inclined to think that something more than a warning is

called for and that it would be as well if the headmaster were transferred to some less responsible charge.

Primary education.

7. The total number of primary schools under inspection was 4,500, as compared with 4,800 in 1893-94. Public schools under public and private management rose from 99 to 104. In Lower Burma seven new primary schools were opened, three were closed, and two (in the Thayetmyo district) transferred to the Upper Burma list. With reference to these last two schools it seems necessary to invite attention to the fact that, though the Thayetmyo district now forms part of the Southern division, it is still in Lower Burma. In Upper Burma three new primary schools were opened and one was closed for want of due support. The attendance at "public" primary schools is shown as having risen during the year from 8,173 in 1893-94 to 8,243. The rise was probably still larger, as the figures for 1894-95 apparently exclude those for St. Joseph's Convent, Toungoo. The total of passes in all four primary standards was 4,053, as compared with 4,916 in 1893-94. The decrease is said to have been due to a large extent to the substitution of the Education Department for the teaching and superintending staff as the examining agency. Notwithstanding the addition of 47 Tamil schools to the list, the number of indigenous schools under inspection decreased by 305, and the number of pupils under instruction by 6,261. The Director explains that the decrease in primary institutions is due to the fact that those schools which have proved unable to pass any pupils by the First standard have not been shown in the returns. The Chief Commissioner is not convinced that this change of classification is a desirable one. It would seem that these schools, although they may fail to pass pupils by the lowest standard, are still "under inspection," and it seems doubtful whether even the failure to pass pupils by the easiest test should deprive an educational institution of its title of "school." In Lower Burma 577 monastic schools were withdrawn from inspection, while only 215 were added to the list. In Upper Burma, on the other hand, there was a net increase of 51 schools. It is not clear how far the retrogression apparent in Lower Burma is to be discounted by the fact of the introduction of the new criterion referred to above. Under any circumstances the number of withdrawals in Prome (203 out of 243), Bassein (99 out of 115), and Thôngwa (123 out of 203) requires further explanation. In Minbu also, out of 192 monastic schools, no less than 120 were taken off the list. Burmese indigenous schools obtained 18,214 lower primary and 2,571 upper primary passes against 15,519 and 2,184 in the previous year. Upper primary full passes in Karen schools fell from 925 to 878 and lower primary full passes from 3,608 to 2,921. No sufficient explanation of this marked falling off in the results obtained by Karen schools is forthcoming. Good work continues to be done by the Muhammadan and Tamil schools in the province. The progress made by the Tamil schools during the year is specially noticeable.

Education in special subjects.

8. As in the previous year, there were five Normal schools for teachers and 188 pupils attended, as compared with 190 in 1893-94. The results of the annual examination of the first and second year classes and of pupil teachers show a substantial advance in all respects except in the number of passes obtained by pupils of the second year of the vernacular course, which fell from 20 to 14. The percentage of passes to pupils presented for the final theoretical tests in the examinations for teachers'

certificates was more than twice as high as in 1893-94 (46·3 against 22·4). The rules laying down the course of study in Normal schools have been under revision during the year, but the new rules as finally approved were not issued till shortly after its close. It was observed in the Resolution on the Education Report for 1893-94 that the text-books prescribed for the course were too difficult and expensive for the candidates. One of the main objects in the new rules has been to remedy this defect.

No great progress is apparent in the introduction of technical instruction into the curriculum of schools in Burma, and the Director of Public Instruction points out that the goal of every pupil's ambition is to be a clerk, and that instruction not suited to this end is unappreciated. The same tendency is even more noticeable elsewhere, and the result is the creation of a class of men who are unable to live except by clerical work and unfitted to earn their living by manual labour. The Chief Commissioner hopes that this state of things may be avoided to some extent in Burma by the spread of technical instruction. It is doubtless true that there are not so many openings for trained mechanics in this country as there are in England, but there is a better prospect for them than for inferior clerks. The Chief Commissioner is glad to see that drawing continues to become more popular. The necessary preliminaries to the starting of the Government Engineering School were completed during the year and the school was opened shortly after its close. A Technical class connected with the Railway Workshops at Insein was inaugurated on the 1st April 1894.

Manual and commercial instruction.

9. The Chief Commissioner is fully in accord with the Director in his opinion that it is a matter for regret that more prominence has not been given to commercial instruction in the schools in the province. The same remarks apply to instruction in agriculture, which has been prescribed as an alternative to geography in the standards above the fourth. Endeavours should be made to start evening classes for imparting instruction in commercial or technical subjects, if it is found that the teaching of such subjects interferes with the work of the schools in the day time, and the Chief Commissioner trusts that such classes will be welcomed by the numerous clerks in Rangoon, most of whom are anxious to supplement their previous education and to better their prospects in life. It is hoped that an early beginning in this direction will be made in connection with the Teachers' Institute at Rangoon, which enjoys favourable conditions.

Education of girls.

10. There was a falling off of 172 (501 against 673) in the number of private girls' schools. Unless it be that this is due merely to the difference of classification referred to in paragraph 7 above, the decrease seems to call for explanation. In other respects the figures are satisfactory. The number of pupils was 26,911 as compared with 25,352 in 1893-94, and 22 passes were obtained in Standards VIII and IX against four in the previous year. There was also an increase in the number of passes in the lower primary stage, but a slight diminution in passes took place in the middle standards. As in the previous year, one girl passed the F. A. examination.

Education of special classes.

11. The number of boys and girls attending schools confined to Europeans was 1,563, as compared with 1,364 in 1893-94. The increase was common to both sexes. On the other

hand, only 776 European pupils attended schools open to all races, instead of 805 in the previous year. The net cost of European education to Government during the year was Rs. 37,882, or Rs. 5,341 more than in 1893-94. In all 816 European pupils secured passes, as compared with 1,223 in the previous year. The Director ascribes the decrease mainly to the results of the examination of the Diocesan Boys' School, Rangoon. One B. A. pass was gained, as against none in the previous year, and the number of F. A. passes rose from six to eight. The question of the grant of special assistance to the Talaings (in regard to whom one Deputy Commissioner observes that he is surprised at their having been left alone so long) was taken in hand during the year, and since its close a special Talaing Sub-Inspector has been appointed. Forty-seven Tamil schools have been brought on the register, and steady progress may now be anticipated in the education of the Tamil-speaking residents of Burma. The question of establishing a school at Taunggyi for the education of the sons of Shan Chiefs is still under consideration.

General remarks.

12. After nearly three years' warning examinations were this year in all standards up to the seventh conducted in the vernacular of the student. The change has been introduced without any such difficulties arising as were anticipated in some quarters. The quinquennial revision of the Grant-in-Aid Rules has been carried out after careful consideration and with the advice of conferences of school managers. The scheme for reviving the Patamabyan examination in Pali, which was abandoned in 1893 for the time being owing to want of support on the part of the ecclesiastical heads of the Buddhist church, was resuscitated during the year and progress has been made in completing the necessary arrangements and in providing suitable text-books. The examination is to be conducted by the Education Department.

The Chief Commissioner is indebted to Mr. Pope for a full and interesting report on the working of the department which he has so efficiently controlled throughout the year.

By order of the Chief Commissioner,

C. C. LOWIS,

Officiating Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1894-95.

INTRODUCTION.

THE chief features of the year's work have been improvement in the work of inspection and examination; the introduction of a system of examining, in both indigenous and Anglo-Vernacular schools, that ensures uniformity of standard; the use of the student's vernacular as the medium of instruction and of examination; and the quinquennial revision of the Grant-in-Aid Rules.

2. As to the two first, the want of uniformity in the standard adopted by the Inspectors and Deputy Inspectors had been the cause of an undesirable difference in the efficiency of the several circles and districts.

Under the altered system, the lines on which the examinations are to be carried out have been very clearly defined, and the examination questions, both oral and written, have been drawn up so as to ensure uniformity. To let the managers know what to expect, a complete set of model questions was sent to them early in the year.

This method of examining will be duly arranged for each year, and I hope that in time we shall arrive at a system as complete and satisfactory as can be expected. Already the results have shown a marked improvement, except in certain schools, to which reference will be made elsewhere.

3. There is a good deal said and written on the subject of "inspection and examination" *versus* "surprise visits," and each side has its advocates. The latter implies that an Educational officer forms an opinion in a general sort of way instead of by examination. The pulling themselves together which an inspection and examination entails upon both teachers and pupils is to my mind very necessary and very wholesome; moreover, it brings to light, in a way that nothing else can, very serious and unsuspected shortcomings in schools.

4. As to the use of the student's vernacular as the medium of instruction and examination, the orders on this subject were issued three years ago, and all managers were warned that the first examination under the altered system would take place in March 1895. I fear that in many schools these orders were neglected, and that the pupils were not practised in examinations under the new system. The result was that at the last moment we were told that there would be confusion. As there had been no doubt or confusion in the orders, the examinations were conducted strictly in accordance with them, and the results have shown that the failures and the trouble that were prophesied have not been realized.

I regret to say that in several quarters there is a tendency to ignore orders or to postpone compliance with them, from a hope that agitation will succeed in getting them rescinded. This is distinctly prejudicial to discipline and to progress in the province.

On this subject I append the opinion of Dr. Mackichan, Principal of the Wilson College, Bombay, and Registrar, Bombay University, as being of interest, coming as it does from a leading educationalist. At a lecture delivered by him

on the question of vernacular teaching in the Indian universities, he points out that the university is not the best quarter in which to seek aid in the task of imparting to native students a sufficient acquaintance of their own vernaculars to enable them to impart knowledge to their less instructed brethren. He contends that a commencement must be made, not at the top, but at the bottom, if the fruits of Western culture are to be diffused through the medium of the vernacular throughout the whole body of the people. He points out that some of the most successful university students had been those who have gained their instruction through the medium of their vernacular.

5. The Grant-in-Aid Rules of 1890 exempted certain Government and Municipal schools and the fixed grant schools from examination by the Inspectors of Schools; not only was this found to be a failure, but to be a cause of dissatisfaction to the managers of those schools that were not allowed the exemption. This year all the schools in the Province have been examined by the Inspectors of Schools, and the results have shown that in the majority of cases a lax interpretation of the rules had prevailed. Pupils had been passed and promoted who were clearly not fit. The result has been a total collapse in some schools. This will be referred to in detail elsewhere.

6. The time for the revision of the Grant-in-Aid Rules had come round, and they have been revised, in consultation with the managers of aided schools, whose opinions were invited and who were summoned to conferences held in Rangoon, Moulmein, and Mandalay respectively. The rules as now sanctioned are as complete and as fair to aided education as they can be made.

The rate of grant has been now fixed, not solely on the results of certain examinations passed, but with reference to the real financial needs of schools. This is the fundamental principle of State aid.

Further, by the abolition of "supplementary grants," which, under the old rules, were given to "schools newly established, situated in backward districts, or "attended by comparatively uncivilized tribes," after they had struggled on without aid for a year or more, and by the substitution of "half salary grants for the "employment of certificated teachers," we have recognized the principle of aiding schools from the start to enable them to ensure success by appointing good teachers, and we have abandoned the old plan of standing by, watching the hard struggle for success and even existence, and then coming forward with aid that was very often too late.

The various changes that have been made in the rules can be seen in detail in the Code, the fourth edition of which has just been brought out.

7. As last year, special attention has been bestowed on the work of the Government and aided Normal schools, and on the training of teachers.

The results of the examinations of the first and second years of the Normal schools, and the final results for teachers' tests of every grade, Vernacular and Anglo-Vernacular, show a considerable advance on those of last year.

The firm attitude that was taken up last year against the agitation that was attempted has been fully justified. Experience showed that the curriculum and the rules needed slight modification.

The revised scheme comes into force from the 1st April 1895.

The Deputy and Sub-Inspectors of Schools were required to pass by the secondary grade test. The number of passes by the vernacular tests in Upper Burma is specially encouraging, several managers, monastic and lay, having set the example to others by passing.

The passes from the aided Anglo-Vernacular schools show that the managers see the advantage of having teachers with some training and practical acquaintance with their profession.

8. The details of High, Secondary, and Primary education are given in full in the body of the report under the sections allotted to them.

I refer here to two matters—

(i) the exclusion of Burmese in favour of Latin and French for pupils domiciled in Burma;

(ii) the classification of Primary schools into "Public" and "Private."

As to the first I regret to say some European schools, *just to secure better passes*, neglect Burmese altogether. The result will be that many European and Eurasian lads domiciled in Burma will find themselves stranded, when they apply for appointments, inasmuch as a knowledge of Burmese is essential. This is a matter that needs the attention of those responsible for these schools.

As to the latter, owing to the constant fluctuation there is year after year, private schools one year cross the boundary and the next year go back, sometimes in small and sometimes in large numbers. What is required of a vernacular school, if it wishes to be classed as public, is—

(i) to have a working session of at least four months;

(ii) to have an average attendance of 12 pupils;

(iii) to have at least four pupils able to read and write their vernacular by Standard II.

(iv) to pass pupils, after registration as a public school, by the recognized standards.

The subjects of the first two standards are the "Thinbongyi Reader" and the first four simple rules of Arithmetic (*excluding* long division), and yet every year a large number of schools drop back into the private list because they cannot keep up to this very elementary standard. It is urged that monastic schools object to Arithmetic; to meet their wishes, in Upper Burma pupils may pass in Burmese alone. Again, it is urged that above Standard II, Geography comes in and is distasteful; to meet this Agriculture has been made an alternative.

It so happens that the backsliding managers are not the monastic ones, but largely those in charge of lay schools, and their defection is due, not to religious objections, but *to pure ignorance of the subjects required*. To my mind, the way to remedy this is to spread a net-work of itinerant teachers over the country, who shall go round continually teaching these ignorant managers. Deputy Inspectors cannot single-handed do the work, and certificated assistant teachers are appointed to those places only where education is already fairly advanced. If the itinerant teachers system, which has worked so well in Upper Burma, were extended to Lower Burma, and joined with the system of pupil-teachers lately sanctioned, the advance and spread of primary education would be much more extended.

9. As hitherto, special attention has been paid to Drawing, Drill, and Gymnastics for boys. The girls' schools are gradually taking up Calisthenics and Musical drill, and I am glad to see that the Diocesan Girls' High School has made a good start in this direction. Up to the present time, the Methodist Episcopal School, Rangoon, the three Convents in Rangoon, Mandalay, and Moulmein respectively, the A. B. M. Girls' School, Kemmendine, and the Cantonment Anglo-Vernacular School, Moulmein, have paid special attention to this and been successful. It is a pity aided Anglo-Vernacular schools do not take up Drill and Calisthenics more systematically. Drill in vernacular schools requires more attention from the Deputy Inspectors of Schools. "Manuals" have been prepared in Burmese and published at a very cheap rate.

10. I regret to say the inter-school sports did not take place in December last. With the reports published in all the papers of the success of such sports in Bengal, Madras, and Bombay, I feel it a reproach to Burma that our inter-school sports should be in abeyance. There is every prospect of their being held in December next.

11. The "Teachers' Associations" of Rangoon and Moulmein have done good work during the year. The "Rangoon Teachers' Institute" has been moved into larger and more convenient quarters, the library has been considerably enlarged, the papers and periodicals have been added to, and everything has been done to make it a gathering ground for managers and teachers. My thanks are due to the Rev. Mr. Sharp for his very zealous work as Honorary Secretary.

12. For the Forest Scholarship Examination six candidates presented themselves. Two passed fully and well, one failed completely, and the other three failed slightly in one subject.

13. As last year, I append the following table showing how Burma stood in relation to India in 1892-93 :—

Presidency or province.	Government Institutions.		Aided Institutions.		Unaided Institutions.		Total of institutions.	Total of students.
	Number of institutions.	Number of students.	Number of institutions.	Number of students.	Number of institutions.	Number of students.		
Bengal ...	575	38,296	41,122	1,114,900	24,907	381,860	66,604	1,535,056
Assam ...	1,335	38,005	1,124	37,030	523	13,234	2,982	88,269
Punjab ...	2,094	122,098	265	19,375	6,885	109,626	9,244	251,099
North-Western Provinces and Oudh.	4,530	190,371	361	27,358	5,977	71,687	10,868	289,416
Central Provinces ...	1,141	84,898	933	45,829	136	4,498	2,210	135,225
Madras ...	3,789	167,175	10,501	353,545	10,026	213,684	24,316	734,404
Burma ...	51	3,945	1,695	67,701	12,625	155,912	14,371	227,558
Bombay ...	7,307	458,809	2,298	104,555	3,002	83,018	12,607	646,382

SECTION I.

General and Statistical Summary.

14. The following are the statistics for educational institutions in Upper and Lower Burma for the past two years :—

Name of institution.	1893-94.		1894-95.		1894-95.	Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.	
Public Institutions—						
University Colleges	1	76	2	71	35	
High English schools	11	4,043	13	4,413	339	
Middle English schools	50	4,751	49	4,375	89	
Middle Vernacular schools	103	6,805	107	6,774	63	
Primary	4,493	116,921	4,162	109,428	26	
Special	32	812	35	961	27	
Female	140	5,526	165	6,701	41	
Total Public Institutions ...	4,830	138,934	4,533	132,723	29	
Private Institutions—						
Advanced, teaching—						
Pali	...	...	...	...	...	
Arabic or Persian	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	9,699	94,535	10,269	107,660	10	
Other schools not conforming to departmental standards, for religious instruction only.	294	4,081	282	4,351	15	
Total Private Institutions ...	9,993	98,616	10,551	112,011	11	
Grand Total ...	14,823	237,550	15,084	244,734	16	

Collegiate institutions have risen in number to two, by the affiliation to the F.A. grade of the Calcutta University of the Baptist College, Rangoon.

The number of pupils has fallen owing to the decreased attendance at the Rangoon College, consequent on the small number of students who matriculated in 1894.

15. High schools, by the addition to the list of St. Luke's S. P. G. School, Toungoo, and St. Gabriel's Tamil School, Rangoon, have increased to 13, and their Middle and Primary departments being included, raise the number of pupils attending from 4,043 to 4,413. In Upper Burma there is one High school, St. Joseph's Convent, Mandalay, but it comes under the head "Female."

16. Middle schools, Anglo-Vernacular, show a decrease of one, two having become High schools and one (St. Andrew's, Thayetmyo) having been transferred to the Upper Burma list; two (the Municipal School, Pantanaw, and

St. Peter's School, Bassein) having been reduced to the Primary grade; and one (St. Mary's School, Thayetmyo) closed altogether.

At the same time five have been placed on the list, two (the R. C. M. Boys', Thônzè, and the Town School, Letpadan) newly established, and three (the Kyangyin Municipal, the A. B. M. Boys' School, Zigôn, and St. Matthews', Moulmein) raised from the Primary grade.

The number of pupils attending shows a decrease of 376 arising largely from the raising of St. Luke's (Toungoo) and St. Gabriel's (Rangoon) to the Higher grade.

17. Middle vernacular schools show an increase of four, but a loss of 31 pupils; the loss is chiefly in Lower Burma.

18. Public Primary schools in Lower Burma show a decrease in number and in pupils, and a decided increase in both in Upper Burma.

The decrease in Lower Burma is due to the following causes: first and foremost times have been hard in Lower Burma and parents have needed the help of their children, and have not had the means to keep them at school.

Then we have been careful this year not to keep on the public list those schools that were taken on on probation a year or two ago, and have not been able to teach up to Standard I or II, *i.e.*, the Thinbongyi and the first four simple rules of Arithmetic, excluding long division.

Keeping such schools on gave no just idea of the spread of primary education.

I have referred to this in paragraph 8 of the Introduction, and I have there suggested the remedy.

Again, the Thayetmyo district was transferred to Upper Burma and took with it from Lower Burma its schools and pupils.

In the Tavoy and Mergui districts the few village schools controlled by the American Baptist Mission have been removed from the public list by the Rev. H. Morrow, who regards the receipt of Government aid as detrimental to Mission effort—an argument that apparently does not apply to the larger Vernacular and Anglo-vernacular schools at the headquarters.

A still further decrease is due to the fact that the R. C. M. Convent at Toungoo was closed owing to changes in the Mission, and no returns have been submitted.

There has been no retrogression. On the whole, taking Public and Private Primary Schools together, there has been an increase in both schools and pupils: —227 in the former and 5,902 in the latter, exclusive of schools for females. I think better times will bring back schools and pupils to the public list. One cheering feature is the decided improvement in the schools that remain.

19. There has been decided improvement in female education.

20. What has been said above accounts for the increase in both schools and pupils under the head of "Private Institutions."

21. The following table shows the classification of schools according to their managements:—

Name of institution.	1893-94.		1894-95.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
UNDER PUBLIC MANAGEMENT—					
Maintained by the Department	32	1,851	36	2,026	
Maintained by Municipal Boards	18	2,055	18	1,940	
UNDER PRIVATE MANAGEMENT—					
Aided by Grant-in-Aid Rules of 1890 ...	82	8,028	87	8,491	
Aided under the Rules for Indigenous schools ...	1,681	63,596	1,861	68,037	
Unaided	3,017	63,404	2,531	52,229	
Total ...	4,830	138,934	4,533	132,723	
Private Institutions of Indigenous instruction ...	9,993	98,616	10,551	112,011	
GRAND TOTAL ...	14,823	237,550	15,084	244,734	

22. Schools maintained by Municipal Boards are 18 as last year, the closing of the Municipal School, Shwedaung, being balanced by the establishment of the new school at Ngathainggyaung.

23. Schools under private management aided by the Department have risen from 82 to 87, and the attendance has increased by 463.

24. Aided indigenous schools show a satisfactory increase, and their popularity is indicated by a corresponding increase in attendance.

25. Unaided indigenous schools show a decrease in number and in pupils.

26. Private institutions have largely increased in numbers and attendance of pupils.

27. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in:—

Standard of education.	Number of schools.	Number of pupils.	High stages.			Middle stages.			Upper primary stages.			Lower primary stages.						Total.		
												Reading books.			*Not reading books.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High, English	19	5,313	280	39	319	1,559	197	1,756	1,264	236	1,500	1,417	321	1,738	...	..	...	4,520	793	5,313
Middle, English	56	4,765	...	...	...	1,010	97	1,107	1,369	182	1,551	1,750	357	2,107	...	...	...	4,129	636	4,765
Middle, Vernacular.	114	7,269	...	...	...	525	157	682	1,438	346	1,784	3,290	1,513	4,803	..	...	...	5,253	2,016	7,269
Primary ...	4,307	114,344	...	..	...	...	...	...	3,797	894	4,691	91,599	18,054	109,653	..	...	...	95,396	18,948	114,344
Total ...	4,496	131,691	280	39	319	3,094	451	3,545	7,868	1,658	9,526	98,056	20,245	118,301	...	...	...	109,298	22,393	131,691

28. The following statement summarizes the foregoing figures and gives those of the previous year for comparison, the number being taken on 31st March:—

Stage.	Number of pupils.		Increase.	Decrease.
	1893-94.	1894-95.		
High	258	319	61	...
Middle	3,219	3,545	326	...
Upper Primary...	8,425	9,526	1,101	...
Lower Primary	126,144	118,301	...	7,843
Total ...	138,046	131,691	...	6,353

29. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district in the province:—

Division.	District.	In Public Institutions.										In Private Institutions.						Grand total.	
		Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.
Arakan	Akyab	...	...	732	718	2,891	3,050	15	12	3,638	3,780	...	...	5,383	5,170	5,383	5,170	9,021	8,950
	Kyaukpyu	...	...	105	95	60	297	12	9	177	401	...	...	1,924	1,636	1,924	1,636	2,101	2,037
	Sandoway	...	...	231	279	580	568	...	...	811	847	...	...	641	860	641	860	1,452	1,707
	Arakan Hill Tracts	...	...	...	...	...	...	...	...	...	...	...	...	10	28	10	28	10	28
Pegu	Rangoon	76	71	4,895	4,667	4,291	4,930	236	286	9,498	9,954	...	...	1,790	2,382	1,790	2,382	11,288	12,336
	Hanthawaddy	...	...	372	571	6,445	6,307	22	9	6,839	6,887	...	...	1,392	1,649	1,392	1,649	8,231	8,536
	Pegu	...	...	464	429	9,680	9,172	11	8	10,155	9,609	...	...	2,913	3,633	2,913	3,633	13,068	13,242
	Tharrawaddy	...	...	464	717	4,713	4,700	19	15	5,196	5,432	...	...	953	919	953	919	6,149	6,351
	Prome	...	...	539	664	7,719	2,272	18	147	8,276	3,083	...	...	1,693	6,584	1,693	6,584	9,969	9,667
Irrawaddy	Thôngwa	...	...	796	702	12,161	7,571	20	13	12,977	8,286	...	...	2,617	3,425	2,617	3,425	15,594	11,711
	Bassein	...	...	1,132	905	7,821	3,811	68	89	9,021	4,805	...	...	2,043	3,261	2,043	3,261	11,064	8,066
	Henzada	...	...	716	856	5,462	4,212	13	9	6,191	5,077	...	...	5,853	5,182	5,853	5,182	12,044	10,259
	Myaungmya	...	...	...	249	...	4,800	...	...	...	5,049	...	...	...	1,575	...	1,575	...	6,624
Tenasserim	Moulmein	...	...	2,056	2,008	2,123	2,161	170	142	4,349	4,311	...	...	291	603	291	603	4,640	4,914
	Amherst	...	...	445	454	3,879	3,573	...	...	4,324	4,027	...	...	5,281	4,390	5,281	4,390	9,605	8,417
	Shwegyin	...	...	412	330	4,311	4,417	...	...	4,723	4,747	...	...	4,111	3,875	4,111	3,875	8,834	8,622
	Toungoo	...	...	1,140	967	2,123	2,303	32	15	3,295	3,285	...	...	4,132	4,131	4,132	4,131	7,427	7,416
	Tavoy	...	...	296	279	908	993	...	18	1,204	1,290	...	...	3,142	3,318	3,142	3,318	4,346	4,608
	Mergui	...	...	127	116	918	874	...	...	1,045	990	...	...	1,468	1,581	1,468	1,581	2,513	2,571
	Salween	...	...	...	...	23	71	...	...	23	71	...	...	136	224	136	224	159	295
	Total Lower Burma ...	76	71	14,922	15,006	76,108	66,082	636	772	91,742	81,931	...	...	45,773	54,426	45,773	54,426	137,515	136,357
Northern	Mandalay	...	...	973	1,276	6,513	6,628	51	55	7,537	7,959	...	...	9,462	9,565	9,462	9,565	16,999	17,524
	Bhamo	...	...	33	61	348	439	...	...	381	500	...	...	23	474	23	474	404	974
	Katha	...	...	...	...	180	514	...	...	180	514	...	...	7	1,128	7	1,128	187	1,642
	Ruby Mines	...	...	...	...	133	58	...	...	133	58	...	...	1	627	1	627	134	685
	Shwebo	...	...	72	72	1,438	1,403	...	19	1,510	1,494	...	...	1,572	2,266	1,572	2,266	3,082	3,760
Central	Ye-u	...	...	37	39	533	574	...	...	570	613	...	...	2,362	1,857	2,362	1,857	2,932	2,470
	Sagaing	...	...	272	246	887	1,335	25	21	1,184	1,602	...	...	5,957	5,734	5,957	5,734	7,141	7,336
	Lower Chindwin	...	...	133	30	3,205	2,699	...	...	3,338	2,729	...	...	3,692	4,593	3,692	4,593	7,030	7,322
	Upper Chindwin	...	...	...	...	1,581	1,581	...	...	1,581	1,581	...	...	1,042	1,042	1,042	1,042	2,623	2,623
Southern	Pakôkku	...	...	59	59	2,985	3,458	...	...	3,044	3,517	...	...	2,621	2,391	2,621	2,391	5,665	5,908
	Minbu	...	...	...	...	3,990	2,718	43	37	4,033	2,755	...	...	3,094	3,990	3,094	3,990	7,127	6,745
	Magwe	...	...	...	...	2,682	2,640	...	...	2,682	2,640	...	..	6,130	7,463	6,130	7,463	8,812	10,103
	Thayetmyo	...	...	562	347	3,062	2,395	13	7	3,637	2,749	...	...	2,880	2,704	2,880	2,704	6,517	5,453
Eastern	Myingyan	...	...	22	23	3,436	6,901	...	...	3,458	6,924	...	...	5,482	4,619	5,482	4,619	8,940	11,543
	Kyaukse	...	...	50	58	744	555	21	18	815	631	...	...	2,481	1,941	2,481	1,941	3,296	2,572
	Meiktila	...	...	80	72	2,530	2,044	...	19	2,610	2,135	...	...	4,839	5,943	4,839	5,943	7,449	8,078
	Yamèthin	...	...	147	58	10,329	12,320	23	13	10,499	12,391	...	...	1,198	1,248	1,198	1,248	11,697	13,639
	Total Upper Burma ...	...	...	2,440	2,341	44,576	48,262	176	189	47,192	50,792	...	...	52,843	57,585	52,843	57,585	100,035	108,377
	Grand Total for the Province ...	76	71	17,362	17,347	120,684	114,344	812	961	138,934	132,723	...	...	98,616	112,011	98,616	112,011	237,550	244,734

30. The following is a comparative table of the expenditure of the last two years:—

Head of expenditure.	1893-94.		1894-95.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	43,590	47,950	49,467	53,597
Secondary	1,50,072	4,10,388	1,64,655	4,24,194
Primary	1,63,599	1,83,376	1,66,727	1,91,861
Female	42,848	1,09,311	52,942	1,08,969
Special	55,991	72,308	61,330	80,376
Scholarships	18,962	18,962	18,751	18,751
Buildings	52,000	99,677	40,769	95,681
Furniture and apparatus	3,529	10,236	1,250	3,750
Miscellaneous	58,661	60,448	64,022	65,678
Superintendence	1,63,649	1,63,649	1,64,623	1,64,623
Total ...	7,52,901	11,76,305	7,84,536	12,07,480

Under net Government expenditure there is an increase of Rs. 31,635.

The following details explain this:—

(*a*) The Educational Syndicate expenditure for collegiate instruction shows an increase of Rs. 5,877, entirely due, as last year, to increments of salary earned by the Collegiate staff and to the appointment of additional menial staff. The fees are paid in to the credit of the Syndicate.

(*b*) Under Secondary education there is an increase of Rs. 14,583, and under Primary of Rs. 3,128.

The increase under both Secondary and Primary Education is due to more grants having been earned by, and paid to, schools of this grade.

The advancement of certain Primary schools and various other causes have also contributed to the increase. The net cost to Government of the Rangoon Collegiate school (*i.e.*, the High, Middle, and Primary Departments) was Rs. 9,275, the fees collected having been credited to the Syndicate Fund.

(*c*) The large increase of Rs. 10,094 under Female education is mainly due to more grants having been earned by and paid to schools of this grade, both Anglo-Vernacular and Vernacular: the two normal schools for Mistresses, and the Kindergarten Schools conducted in St. John's Convent, and Methodist Girls' School, Rangoon, the American Baptist Mission Girls' School, Kemmendine, and the American Baptist Mission Morton Lane Girls' School, Moulmein, are also included under the head Female. The two former alone cost Rs. 4,578 and the four latter Rs. 2,878 respectively.

(*d*) Under "Special" there is an increase of Rs. 5,339, which is accounted for by additional normal students' stipends having been paid, and the establishment of three new Survey schools at Tavoy, Shwebo, and Meiktila respectively.

(*e*) There is a slight decrease of Rs. 211 under Scholarships, which calls for no special remark.

(*f*) The expenditure on buildings shows a decrease of Rs. 11,231. The following schools received grants during the year:—

	Rs.
St. Mark's School, Akyab	3,000
St. Joseph's R. C. M. School, Thônzè	3,000
Cantonment School, Moulmein	650
St. Joseph's Convent, Moulmein	2,500
Anglo-Vernacular School, Letpadan	1,306
R. C. M. School, Nyaunglebin	3,000
A. B. M. Chin School, Thayetmyo	3,000
St. Joseph's Convent, Mandalay	5,000
European Wesleyan Mission School, Mandalay	6,000
Total ...	27,456

There is a falling off of Rs. 2,279 in the expenditure on furniture and apparatus, which calls for no special remark.

Rupees 12,773 and Rs. 130 were expended from Provincial and Local Funds respectively on repairs, alterations, &c., to the Government school buildings.

The increase of Rs. 5,361 under Miscellaneous comes chiefly under Municipal expenditure.

Hitherto the Comptroller, Burma, furnished the annual accounts of receipts and expenditure of Municipal and Town Committees; but since the introduction of the new system of outside audit this practice has been discontinued, and the accounts had to be got direct from Presidents. The nature of the grants paid and shown in the accounts submitted by them was in many cases wrongly classified; hence the large increase under Miscellaneous.

The small increase of Rs. 974 under Superintendence calls for no special remark.

(*g*) The fee receipts under all classes of institutions again show a satisfactory increase (Rs. 2,19,065 were collected in both Upper and Lower Burma against Rs. 2,18,123 last year).

SECTION II.

CONTROLLING AGENCIES.

31. In Lower Burma there were no changes beyond that Mr. Goss acted as Director of Public Instruction in addition to his own duties as Inpector of Schools, Eastern Circle, while I was absent on three and-a-half months' privilege leave, from 3rd August.

Mr. Wells, Inspector of Schools, Upper Burma, who had gone on sick leave, returned to duty on the 1st July 1894 and took over from Mr. Bird, who had acted. He has been again obliged to take leave from 1st March 1895.

Mr. Bird, who reverted to the Head Mastership of the High Department of the Moulmein High School, is again acting.

32. The following table shows the work done by these officers:—

Name.	Total days in charge.	Days in charge.				Days spent at headquarters on general duty.	Days spent at headquarters on inspection.	Days spent on tour of inspection.	Number of inspections made.
		Eastern circle.	Central circle.	Western circle.	Upper Burma circle.				
Mr. Goss	365	365	...	...	...	182	26	157	230
Mr. Wedderspoon ...	365	...	365	...	...	123	18	224	273
Mr. Potter	365	...	...	365	...	120	39	206	324
Mr. Wells	242	...	...	...	242	160	7	75	57
Mr. Bird	123	...	...	...	123	81	20	22	34

33. The following changes took place among the Deputy and Sub-Inspectors:—

Maung Nyan Kyai, Deputy Inspector of Karen Schools, Amherst, was transferred to Bassein and was succeeded by Maung San Dwa, late a Myoôk, who reverted to the department.

Maung Shwe Ni, Deputy Inspector of Karen Schools, Bassein, was sent to Tavoy, Maung Po Ni, Sub-Inspector of Karen Schools, Tavoy, going to Ma-ubin to replace Maung Pa, who was appointed a Myoôk on probation.

Yusuf Khandia, Deputy Inspector, was transferred from Katha to Minbu and was succeeded by Maung Taw Pru.

Maung Myat Tun, Deputy Inspector of Schools, who for the second time has shown himself incompetent, was degraded and transferred from the Chindwin district to Pakôkku. As he went on leave his place was taken by Maung Po U, Maung Tun Hla (1) succeeding him in the Chindwin.

Maung Môn, Deputy Inspector of Mandalay Town, went on furlough, his place being taken by Maung Ba Thwin.

Maung Shwe Zan Aung, B.A., of Hanthawaddy, was transferred to the Land Records Department and his place was taken by Maung So Pè.

34. The following officers are commended for specially good work:—

Maung Po Maung of Prome, who has since been rewarded by His Excellency the Viceroy with the title of K.S.M., for long and good service in the cause of education.

Maung Tun Ôn of Tavoy, for the progress he has effected in that backward district.

Maung Bwa of Yamèthin, for active good work in the monastic schools.

Maung Tu, B.A., of Shwegyin, Maung Kyaw Yan, Sub-Inspector of Mergui, Maung Tun San U of Amherst, Maung Lu, Deputy Inspector of Karen Schools, Maung Tun Hla (1) of the Chindwin, Maung Tun Hla (2) of Ma-ubin, Maung Po San of Sagaing, and Maung Po Win of Myaungmya.

The Inspectors of Schools point out that the sub-circles of Pegu, Minbu, and Magwe, Katha, Bhamo, and the Ruby Mines are too heavy for one Deputy Inspector to work with anything like efficiency.

Maung Lu, Karen Deputy Inspector of Schools, has also a great deal more than he can do; not only are the schools and pupils too many, but the distances he has to cover are too large.

35. The following table shows the work done by the Deputy and Sub-Inspectors in Upper and Lower Burma:—

Name.	Circle.	Days in charge.	Days spent		Days on inspection		Visits made		Total.
			At head-quarters.	In district.	At head-quarters.	In district.	At head-quarters.	In district.	
Deputy Inspectors of Schools.									
Maung Shwe Hmôn	Rangoon town ...	365	365	...	291	...	469	...	469
Maung Waik ...	Moulmein town ...	365	365	...	217	...	332	...	332
Maung Tun Zan U...	Amherst district ...	365	140	225	17	177	10	527	537
Maung Nyan Kyai...	Tenasserim division ...	322	68	254	1	165	1	232	233
Maung San Dwa ...	Do. ...	43	27	16	3	7	...	12	12
Maung Tun Ôn ...	Tavoy and Mergui ...	350	160	190	70	170	109	304	413
Maung Bwa ...	Yamèthin ...	365	101	264	14	221	39	831	870
Maung Pa Ha ...	Toungoo ...	348	155	193	51	166	53	260	313
Maung Tu ...	Shwegyin ...	345	145	200	32	142	63	329	392
Maung San Ye ...	Pegu ...	365	115	250	38	205	71	685	756
Maung Shwe Zan Aung.	Hanthawaddy ...	142	54	88	...	80	...	202	202
Maung So Pe ...	Do. ...	223	78	145	12	144	8	343	351
Maung Lu ...	Pegu division ...	365	61	304	14	212	7	278	285
Maung Maung ...	Thayetmyo ...	365	142	223	39	187	104	504	608
Maung Pru ...	Tharrawaddy ...	365	105	260	9	173	9	341	350
Maung Po Maung ...	Prome ...	365	150	215	61	204	192	777	969
Maung Po Nwe ...	Bassein ...	365	169	196	47	157	65	313	378
Maung Shwe Ni ...	Do. ...	331	99	232	20	185	12	243	255
Maung Nyan Kyai...	Do. ...	34	11	23	...	13	...	15	15
Maung Pa ...	Thôngwa, Henzada, and Myaungmya districts.	320	97	223	4	156	7	244	351

Name.	Circle.	Days in charge.	Days spent		Days on inspection		Visits made		Total.
			At head-quarters.	In district.	At head-quarters.	In district.	At head-quarters.	In district.	
Deputy Inspectors of Schools—concld.									
Maung Po Ni ...	Thôngwa, Henzada, and Myaungmya districts.	*17	4	13	...	6	...	28	28
Maung Tun Hla (2)	Thôngwa ...	361	94	267	20	255	14	614	628
Maung Po Win ...	Myaungmya ..	365	116	249	7	163	11	328	339
Maung Tun Hla (1)	Henzada ...	95	48	47	12	42	46	126	172
Maung Tun ...	Do. ...	270	92	178	38	145	52	703	755
Ainnuddin ...	Akyab ...	306	186	120	27	96	49	371	420
Maung Gneo ...	Do. ...	56	37	19	...	16	...	52	52
Maung Mè Grè ...	Kyaukpyu and Sandoway districts.	299	142	157	9	87	8	157	165
Maung Gneo ...	Do. ...	66	30	36	...	23	1	69	70
Maung Tha Do Kaing	Mandalay town ...	365	365	...	246	...	951	...	951
Maung Môn ...	Mandalay district ...	61	61	...	...	...	...	...	...
Maung Ba Thwin ...	Do. ...	304	90	214	...	214	...	906	906
Yusuf Khandia ...	Bhamo, Katha, and Ruby Mines.	44	31	13	6	4	6	4	10
Maung Taw Pru ...	Do. ...	321	102	219	9	138	12	281	293
Maung Po San ...	Sagaing	365	187	178	44	128	51	908	959
Maung Myat Tun ...	Chindwin	313	242	71	23	55	89	220	309
Maung Tun Hla (1)	Do.	52	25	27	5	20	6	30	36
Maung Tôk Gyi ...	Shwebo	365	97	268	22	245	65	837	902
Maung Paw Din ...	Myingyan	365	161	204	46	168	199	924	1,123
Maung Po Kyin ...	Meiktila and Kyauksè districts.	365	127	238	12	232	23	1,156	1,179
Maung Tun Hla (1)	Pakôkku	206	90	116	60	93	206	416	622
Maung Po U ...	Do. ...	59	...	...	...	...	...	...	...
Maung Taw Pru ...	Magwe and Minbu ...	30	30	...	...	...	...	...	...
Yusuf Khandia† ...	Do. ...	283	70	213	12	164	28	921	949
J. Samuel ...	Rangoon, Amherst, Hanthawaddy, and Pegu.	365	205	160	111	103	123	135	258
Sub-Deputy Inspectors of Schools.									
Maung Kyaw Yan ...	Mergui	365	156	209	57	134	97	160	257
Maung Po Gywe ...	Toungoo	365	130	235	62	225	118	521	639
Maung Po Ni ...	Tavoy and Mergui districts.	339	61	278	2	18	1	27	28
Maung Shwe Ni ...	Do. ...	26	12	14	...	...	...	...	...
Maung Than ...	Sandoway	356	146	210	27	169	27	208	235

* Twenty-eight days without incumbent. | † One month's privilege leave.

36. The Inspectors of Schools have done very good work. The work is becoming heavier and more responsible each year. Not only is the supervision of indigenous education in itself a heavy charge, but the duty of conducting the inspections and examinations in the large number of Anglo-vernacular schools throughout the province, with fairness to the schools, with a due regard to the steady progress of education, and with the necessity of maintaining uniformity of standard and of difficulty throughout, requires an amount of forethought and arrangement, of tact and energy, that has only to be undertaken to be appreciated.

I do not say that the work in these respects has been perfect; but there has been a serious and earnest endeavour on the part of all of us who are responsible for the work of the Department, to make the work what it ought to be, and each year will see a steady improvement in this respect.

I am glad to testify to the work done, not only well, but cheerfully, by the Inspectors of Schools, and to thank them for much help and advice.

Managers are sometimes too ready to make a very great deal of occasional slips, without giving credit for the wonderful absence of them on the whole, and the amount of pains that have been taken beforehand to avoid them.

SECTION III.

UNIVERSITY EDUCATION.

37. There are now two colleges—the Rangoon College, which is a first grade one, and the Baptist College, of the second grade. The latter was affiliated to the Calcutta University in 1894, and will not send up candidates for the F.A. Examination till 1896.

38. The average number on the rolls and the average attendance in them during the past two years is as follows:—

Institution.	Average number on the roll.		Average attendance.	
	1893-94.	1894-95.	1893-94.	1894-95.
Rangoon College	80	69	68	61
Baptist College	...	3	...	3

In the Rangoon College there have been 72 students during the year, 15 in the B.A. classes and 57 in the F.A. classes. The numbers in the latter were somewhat smaller owing to the smaller number of passes in the Entrance in 1894 than in 1893.

39. The Law classes had an average on the rolls of 24, and an average attendance of 22, the new rules with regard to the second grade advocates having affected the admissions.

40. Ten candidates went up for the B.A. Examination against 9 last year, and 6 passed.

For the F.A. 36 went up against 26 last year; 25 passed, 2 in the first division, 10 in the second, and 13 in the third. One student, carrapiett, has won a Duff university scholarship. This is the first time a student from Burma has own a university scholarship. Arrangements have been made for teaching the A course in the college.

41. Dr. Shaw, Lecturer in English and Latin, resigned in August. His work throughout the year was done by Mr. Wales, Head Master of the High department. Mr. G. A. Turner, M.A., Dr. Shaw's successor, took charge on the 26th February 1895.

42. Arrangements have been made for separating the College and High departments from the Middle and Primary departments, the former being under the Principal, and the latter under one Head Master. This does away with the appointment of a separate Head Master for the Primary department.

43. The results in the College reflect great credit on the Principal and Lecturers.

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER (STANDARDS V to IX INCLUSIVE).

A.—UPPER SECONDARY.

44. The results of the Entrance Examination are good and show an advance on those of last year. Last year 123 went up and 43 passed; this year 162 went up and 65 passed.

For the Eighth Standard last year 152 went up and 133 passed; this year 206 went up and 184 passed.

The average monthly attendance in the High schools of Upper and Lower Burma was 289 in 1893-94, and is 325 for 1894-95.

45. By the Seventh Standard in Upper and Lower Burma 412 passed in 1893-94 and 469 passed in 1894-95.

The full number of scholarships was taken up, and one very gratifying feature was the number of candidates that took up and passed in Euclid, Algebra, and Geography as optionals.

In Upper Burma only 12 passed, while in 1893-94 28 passed, and the number of candidates presented was less. There is not the same stimulus in Upper Burma as in Lower Burma for passing the VII Standard.

46. The following statement shows the classification of the Anglo-vernacular and indigenous boys' schools in which Secondary instruction is given, and the number of pupils in attendance during the last two years :—

Classification of schools.	1893-94.		1894-95.	
	Schools.	Pupils.	Schools.	Pupils.
HIGH ENGLISH—				
Maintained by the Department	2	1,082	2	1,115
Maintained by Municipal Boards	3	756	3	681
Aided under the Grant-in-Aid Rules of 1890 ...	6	2,205	8	2,617
Unaided	...	...	...	...
Total ...	11	4,043	13	4,413
MIDDLE ENGLISH—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	11	1,095	11	1,041
Aided under the Grant-in-Aid Rules of 1890 ...	39	3,656	38	3,334
Unaided	...	...	...	...
Total ...	50	4,751	49	4,375
MIDDLE VERNACULAR—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-Aid Rules of 1890 ...	...	...	...	...
Aided under the Rules for Indigenous schools ...	103	6,805	107	6,774
Total ...	103	6,805	107	6,774
GRAND TOTAL ...	164	15,599	169	15,562

Details in connection with the above are given in Section I.

47. The following are the results of the Calcutta University Entrance and of the Provincial Seventh Standard Examinations for the year under report and the past year 1893-94 :—

Class of institution.	1893-94.			1894-95.		
	Entrance, IX Standard.	Middle, VII Standard.	Total.	Entrance, IX Standard.	Middle, VII Standard.	Total.
From schools under public management ...	24	182	206	39	190	229
From public schools under private management and aided under the Grant-in-Aid Rules of 1890.	19	230	249	26	259	285
From public schools under private management and aided under the Indigenous School Rules.	...	22	22	...	20	20
Total ...	43	434	*477	65	469	534

* This total should be 477 and not 448 as printed in the report for 1893-94.

48. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1893-94 and 1894-95:—

Name of school.	1893-94.				1894-95.			
	First division.	Second division.	Third division.	Total.	First division.	Second division.	Third division.	Total.
Rangoon Collegiate school	5	4	8	17	4	14	9	27
Diocesan Boys' High school	2	...	1	3	3	2	1	6
Diocesan Girls' High school	1	...	...	1	...	...	...	...
Akyab High school	...	...	3	3	...	...	...	...
Moulmein High school	...	2	1	3	...	4	2	6
Bassein High school	...	...	1	1	...	2	1	3
Bassein Sgaw-Karen High school	...	...	2	2	...	...	...	...
Prome Municipal High school	...	...	...	...	1	1	1	3
St. Paul's Institution, Rangoon	...	4	2	6	1	1	3	5
St. John's College, S. P. G., Rangoon ...	...	...	...	...	...	...	1	1
Baptist College, Rangoon	...	3	1	4	...	1	4	5
Episcopal Methodist Girls' High school, Rangoon	...	...	...	...	...	...	1	1
St. John's Convent, Rangoon	...	1	...	1	...	4	2	6
St. Joseph's Convent, Moulmein	...	...	...	...	...	...	1	1
St. Patrick's school, Moulmein	...	...	...	...	...	...	...	...
St. Joseph's Convent, Mandalay	...	...	2	2	...	...	...	...
English Girls' High School, Moulmein ...	...	...	...	...	...	...	1	1
Total ...	8	14	21	43	9	29	27	65

The *Rangoon Collegiate school* stands, as it should, first in its number of passes. The *Diocesan Boys' High School* has done well, but I fear the success in the VII and IX Standards has been gained at the sacrifice of Standards I to VI. The school cannot claim to itself the success of one of the boys who passed in the first division, as he had been transferred from the Chittagong Collegiate School.

The failure in the *Akyab High School* is a disgrace. I have referred to this elsewhere.

The *Moulmein High School* has done better this year than last. It has suffered from want of permanency in the staff of the High department. Now that this difficulty has been met, I trust the results will improve each year.

The marked improvement in the results of the Bassein and Prome High schools reflects great credit on the teachers in the respective High departments.

The *Diocesan Girls' High School* could not send up any candidates, as the pupils who ought to have gone over to it from the late Diocesan Girls' School preferred working on in the Diocesan Boys' School for the second year of their course.

The *Sgaw-Karen High School, Bassein*, and *St. Patrick's School, Moulmein*, have passed no candidates.

49. The following tables show the schools from which candidates have been presented for the Entrance and Seventh Standard Examinations respectively and the passes gained during the last two years:—

Division.	District.	Name of school.	1893-94. Entrance, IX Standard.	1893-94. Middle, VII Standard.	1893-94. Total.	1894-95. Entrance, IX Standard.	1894-95. Middle, VII Standard.	1894-95. Total.
		Government and Municipal Schools.						
Arakan.	Akyab	Municipal High school ...	3	16	19	...	11	11
Arakan.	Kyaukpyu	Municipal Middle school ...	...	3	3	...	8	8
Arakan.	Sandoway	Municipal Middle school ...	...	7	7	...	8	8
Pegu.	Rangoon	Collegiate school	17	45	62	27	69	96
Pegu.	Pegu	Municipal Middle school ...	...	5	5	...	6	6
Pegu.	Prome	Municipal High school	...	17	17	3	10	13
Irrawaddy.	Thôngwa, Yandoon.	Municipal Middle school ...	...	6	6	...	1	1
Irrawaddy.	Bassein	Municipal High school ...	1	13	14	3	19	22
Irrawaddy.	Henzada	Municipal Middle school, Henzada	...	4	4	...	6	6
Irrawaddy.	Henzada	Municipal Middle school, Kyangin...	...	...	...	...	...	...
Tenasserim.	Moulmein	Government High and Normal school	3	22	25	6	30	36
Tenasserim.	Shwegyin	Municipal Middle school ...	...	8	8	...	12	12
Tenasserim.	Tavoy	Municipal Middle school ...	...	7	7	...	5	5
Tenasserim.	Mergui	Municipal Middle school ...	...	3	3	...	5	5
		Total ...	24	156	180	39	190	229
		Registered Aided Schools.						
Arakan.	Akyab	St. Anne's Convent	...	2	2	...	...	...
Arakan.	Akyab	St. John's school	...	4	4	...	3	3
Pegu.	Rangoon	St. John's College	...	50	50	1	50	51
Pegu.	Rangoon	St. John's Convent	1	13	14	6	15	21
Pegu.	Rangoon	St. Paul's High school	6	17	23	5	22	27
Pegu.	Rangoon	Episcopal Methodist school ...	...	3	3	1	4	5
Pegu.	Rangoon	Diocesan Girls' school	1	2	3	...	5	5
Pegu.	Rangoon	Baptist College (Afôn)	4	19	23	5	14	19
Pegu.	Rangoon	Diocesan Boys' school	3	5	8	6	14	20
Pegu.	Rangoon	St. Gabriel's school	...	4	4	...	8	8
Pegu.	Rangoon	Sgaw-Karen school	...	3	3	...	4	4
Pegu.	Rangoon	Lutheran Mission school ...	...	3	3	...	6	6
Pegu.	Rangoon	Maduray Pillay's school ...	...	5	5	...	9	9
Pegu.	Rangoon	Old Convent	...	...	...	...	1	1
Pegu.	Rangoon	St. Barnabas' S. P. G. school ...	...	1	1	...	...	...
Pegu.	Tharrawaddy ...	R. C. M. school, Gyobingauk ...	...	...	...	...	1	1
Irrawaddy.	Thôngwa ...	A. B. M. Karen school, Ma-ubin ...	...	3	3	...	...	...
Irrawaddy.	Bassein	A. B. M. Pwo-Karen school ...	...	2	2	...	3	3
Irrawaddy.	Bassein	A. B. M. Sgaw-Karen school ...	2	9	11	...	15	15
Irrawaddy.	Henzada	A. B. M. Burmese school ...	...	2	2	...	2	2
Irrawaddy.	Henzada	A. B. M. Karen school ...	...	5	5	...	8	8
Tenasserim.	Moulmein	St. Joseph's Convent	...	5	5	1	3	4
Tenasserim.	Moulmein	St. Patrick's school ...	...	11	11	...	18	18
Tenasserim.	Moulmein	St. Augustine's school ...	...	2	2	...	7	7
Tenasserim.	Moulmein	A. B. M. Boys' school	...	8	8	...	6	6
Tenasserim.	Moulmein	Cantonment school	...	2	2	...	3	3
Tenasserim.	Moulmein	English Girls' High school ...	...	5	5	1	5	6
Tenasserim.	Moulmein	St. Matthew's school	...	...	...	...	1	1
Tenasserim.	Moulmein	A B. M. Karen school	...	3	3	...	4	4
Tenasserim.	Toungoo	St. Luke's S. P. G. school ...	...	8	8	...	5	5
Tenasserim.	Toungoo	R. C. M. Boys' school	...	1	1	...	...	...
Tenasserim.	Tavoy ...	A. B. M. Karen school... ...	...	...	...	...	3	3
		Total ...	17	197	214	26	239	265
North-Eastern.	Mandalay ...	S. P. G. Royal school	...	3	3	...	1	1
North-Eastern.	Mandalay ...	St. Joseph's Convent	2	7	9	...	8	8
North-Eastern.	Mandalay ...	A. B. M Boys' school	...	5	5	...	1	1
North-Eastern.	Mandalay ...	E. W. M. Boys' school... ...	...	2	2	...	...	...
North-Eastern.	Mandalay ...	R. C. M. Boys' school	...	1	1	...	...	...
North-Eastern.	Shwebo ...	All Saints' S. P. G. Boys' school ...	...	...	...	...	...	...
South-Eastern.	Yamèthin ...	A. B. M. Boys' school	...	...	...	...	...	...
South-Eastern.	Pakôkku ...	E. W. M. Boys' school... ...	...	7	7	...	1	...
South-Eastern.	Thayetmyo ...	St. Andrew's S. P. G. school ...	...	8	8	...	9	9
		Total ...	2	33	35	...	20	19

Vernacular Schools.

Division.	District.	Name of school.	1893-94. Entrance, IX Standard.	1893-94. Middle, VII Standard.	1893-94. Total.	1894-95. Entrance, IX Standard.	1894-95. Middle, VII Standard.	1894-95. Total.
	Moulmein	Government Normal school ...	...	14	14	...	4	4
		A. B. M. Morton Lane Girls' school	...	4	4	...	10	10
		Maung Ba O's Lay school, Moulmein	...	1	1	...	...	...
		Maung Tu La Pan, Thatôn ...	...	...	...	...	2	2
	Akyab ...	Maung La So Pyu's school ...	...	...	...	...	2	2
	Tharrawaddy	Maung Myah Thu's school, Minhla...	...	...	...	...	1	1
		Maung Sein's school, Ôkpo ...	...	8	8	...	4	4
	Toungoo	U Kelasaya's school	...	1	1	...	2	2
		Saya Gywet's school	...	5	5	...	2	2
		Rev. Father Conti's Karen school' ...	...	1	1	...	...	...
	Prome	Rev. Johnson's school ...	...	...	...	...	1	1
		Maung Hmat's school	...	...	...	...	1	1
	Tavoy ...	A. B. M. Karen Vernacular school ...	...	1	1	...	3	3
	Rangoon	Native Orphanage Convent ...	...	3	3	...	...	...
		A. B. M. Girls' school, Kemmendine	...	8	8	...	8	8
		Baptist College	...	...	...	...	1	1
	Mergui ...	U Kuna's school	...	...	...	...	1	1
		Total ...	...	46	46	...	42	42
North-ern.	Mandalay	U Pyinnya's school	...	...	...	...	1	1
		U Nanda's school	...	...	...	...	...	...
		Maung Tôk's school ...	...	...	...	...	...	...
		Maung Maung Gyi's school ...	...	...	...	...	...	...
	Bhamo ...	A. B. M. Kachin school ...	...	...	...	...	...	...
Cen-tral.	Sagaing	Shwedaungu's school	...	...	...	...	1	1
		U Thila's school	...	1	1	...	...	...
		U Ayeindama's school	...	...	...	...	...	...
	Mônywa ...	Maung Tu's school	...	1	1	...	...	...
East-ern.	Kyauksè	U Pandi's school	...	...	...	...	...	...
		Maung Nyo's school	..	...	...	...	...	...
		Total ...	...	2	2	...	2	2

(*a*) *Government and Municipal Schools* (*Anglo-Vernacular*).

District.	Name of school.	1893-94. V.	VI.	VII.	Total.	1894-95. V.	VI.	VII.	Total.
Akyab ...	Municipal school ...	29	15	16	60	...	1	11	12
Kyaukpyu ...	Municipal school ...	5	4	3	12	1	3	8	12
Sandoway ..	Municipal school ...	4	5	7	16	7	5	8	20
Rangoon ...	Collegiate school ...	101	86	45	232	29	39	69	137
Pegu ...	Municipal school ...	5	5	5	15	14	7	6	27
Prome	Municipal school, Paungdè ...	5	...	...	5	8	3	...	11
	Municipal school, Prome ...	17	9	17	43	20	15	10	45
Thôngwa	Municipal school, Yandoon ...	7	2	6	15	12	3	1	16
	Municipal school, Pantanaw ...	1	...	...	1	...	...	...	...
Bassein ...	Municipal High school ...	13	26	13	52	20	9	19	48
Henzada	Municipal school, Henzada ...	9	5	4	18	2	9	6	17
	Municipal school, Kyangin ...	...	...	...	...	2	...	...	2
Moulmein ...	Government High and Normal school.	48	32	22	102	39	30	30	99
Amherst ...	Municipal school, Thatôn ...	5	3	...	8	3	3	...	6
Shwegyin ...	Municipal school ...	18	18	8	44	9	8	12	29
Tavoy ...	Municipal school ...	4	8	7	19	6	6	5	17
Mergui ...	Municipal school ...	7	2	3	12	7	3	5	15
	Total ...	278	220	156	654	179	144	190	513

B.—LOWER SECONDARY.

50. The following statements show the outcome of the year's work in Standards V, VI, and VII in the Anglo-vernacular and indigenous schools of the province :—

(b) Registered Aided Schools (Anglo-Vernacular).

District.	Name of school.	1893-94.				1894-95.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab	St. Anne's Convent ...	1	...	2	3	2	1	...	3
	St. Mark's school ...	1	1	...	2	...	1	...	1
	St. John's school ...	6	4	4	14	2	1	3	6
Rangoon	St. John's College, S.P.G.	60	70	50	180	31	32	50	113
	St. Paul's High school ...	51	19	17	87	18	20	22	60
	St. John's Convent High school.	17	23	13	53	4	9	15	28
	Episcopal Methodist Girls' High school.	7	6	3	16	11	6	4	21
	St. Antony's school ...	7	3	...	10	4	4	...	8
	Diocesan Girls' High school	10	11	2	23	10	5	5	20
	Baptist College (Alon) ...	23	14	19	56	13	18	14	45
	A. B. M. Boys' and Girls' school (73, Dalhousie street).	4	...	...	4	4	...	...	4
	Diocesan Boys' High school	19	14	5	38	7	8	14	29
	Lutheran Mission school ...	5	7	3	15	5	3	6	14
	A. B. M. Sgau-Karen school	28	6	3	37	16	20	4	40
	St. Barnabas' S. P. G., Pazundaung.	...	...	1	1	10	1	...	11
	St. Gabriel's S. P. G. ...	4	7	4	15	6	4	8	18
	A. B. M. Union school (73, Dalhousie street).	1	2	...	3	...	...	...	...
	St. Philip's school (22, Brooking street).	2	...	...	2	...	...	...	...
	Old Convent school ...	6	3	...	9	...	...	1	1
	Maduray Pillay's school ...	3	8	5	16	6	5	9	20
	St. Mary's S.P.G. school...	2	...	...	2	3	1	...	4
Thôngwa	A. B. M. Pwo-Karen school, Ma-ubin.	8	...	3	11	5	8	...	13
	Anglo-Vernacular Town school, Ma-ubin.	5	...	...	5	9	1	...	10
Henzada	A. B. M. Burmese school...	4	3	2	9	7	3	2	12
	A. B. M. Karen school ...	10	...	5	15	5	13	8	26
Bassein	St. Peter's school ...	5	...	...	5	Standard IV only.			
	A. B. M. Pwo-Karen school	5	5	2	12	1	...	3	4
	A. B. M. Sgau-Karen school	36	11	9	56	18	14	15	47
Moulmein	St. Joseph's Convent school	12	7	5	24	8	7	3	18
	St. Patrick's school ...	64	25	11	100	4	17	18	39
	A. B. M. Boys' school ...	9	7	8	24	11	...	6	17
	Cantonment school ...	8	5	2	15	5	3	3	11
	St. Augustine's S. P. G. school.	23	4	2	29	18	15	7	40
	English Girls' High school	5	7	5	17	4	2	5	11
	St. Matthew's school ...	...	...	...	...	2	1	1	4
	Mizpah Hall's school ...	2	1	...	3	...	...	...	...
	A. B. M. Karen school ...	4	3	3	10	10	3	4	17
Toungoo	St. Luke's S. P. G. school	16	4	8	28	13	9	5	27
	R. C. M. Boys' school ...	5	2	1	8	4	3	...	7
	A. B. M. Paku-Karen school	5	3	...	8	2	...	...	2
Tharrawaddy	R. C. M. school, Gyobingauk.	8	2	...	10	8	5	1	14
	Town school, Letpadan ...	...	...	...	...	1	5	...	6
	R. C. M. school, Thônzè ..	...	...	...	...	4	...	...	4
	A. B. M. school, Zigôn ...	...	...	...	...	2	...	...	2
Tavoy ...	A. B. M. Karen school ...	4	...	...	4	5	3	3	11
	Total ...	495	287	197	979	298	251	239	788
Mandalay	A. B. M. Boys' school ...	6	4	5	15	8	8	1	17
	St. Joseph's Convent ...	5	6	7	18	9	7	8	24
	E. W. M. Boys' school ...	4	3	2	9	7	4	...	11
	S. P. G. Royal school ...	6	2	3	11	5	2	1	8
	R. C. M. Boys' school ...	...	1	1	...	1	...	...	1
	Maung Shwe Thin's school	6	...	...	6	4	2	...	6
	A. B. M. Eurasian Girls' school.	1	...	...	1	7	1	...	8
	A. B. M. Burmese Girls' school.	1	...	...	1	3	1	...	4
	Carried over ...	29	15	18	62	44	25	10	79

(*b*) *Registered Aided Schools (Anglo-Vernacular)*—concluded.

District.	Name of school.	1893-94.				1894-95.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Brought forward ...	29	15	18	62	44	25	10	79
Shwebo ...	All Saints' S. P. G. school	5	...	...	5	7	3	...	10
Sagaing ...	Town school ...	3	...	...	3	3	...	...	3
Mônywa ...	E. W. M. Boys' school ...	...	...	...	...	3	...	...	3
Thayetmyo	St. Andrew's S. P. G. school	14	12	8	34	14	10	9	33
	St. Mary's R. C. M. school	2	...	...	2	Closed.			
Pakôkku ...	E. W. M. Boys' school ...	4	2	7	13	3	3	1	7
Yamèthin	St. Joseph's R. C. M. school	...	...	...	...	...	...	...	...
	Railway Mixed school ...	2	...	...	2	...	...	...	...
Pyinmana	A. B. M. Boys' school ...	5	...	...	5	3	4	...	7
	All Saints' S. P. G. school	...	...	...	...	...	...	...	...
Myingyan ...	R. C. M. Boys' school ...	...	...	...	...	7	...	...	7
	Total ...	64	29	33	126	84	45	20	149

(*c*) *Vernacular Schools.*

District.	Township.	Name of school.	1893-94.				1894-95.			
			V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab ...	Akyab	Tun Aung Pyu San for U Guna Mezu.	1	...	...	1	5	...	...	5
		Law Paw Zan ...	3	...	...	3	1	1	...	2
		La So Pyu ...	10	...	...	10	8	4	2	14
Sandoway	Sandoway town	A. B. M. Chin school ...	5	...	...	5	1	...	...	1
		Maung Ma Nu ...	...	...	...	...	2	...	...	2
	Southern ...	Maung Pa Taw ...	1	...	...	1	4	1	...	5
Rangoon ...	Rangoon	Maung Tha U ...	3	...	...	3	...	...	...	...
		Maung Nyein ...	1	...	...	1	...	...	...	...
		Native Orphanage Convent	9	7	3	19	7	5	...	12
		Maung Shwe Tha ...	2	...	...	2	...	...	...	...
		U Thilawuntha ...	2	...	...	2	...	...	...	...
		A. B. M. Burmese Girls' school, Kemmendine.	11	10	8	29	16	8	8	32
		Maung Po Mya ...	3	1	...	4	1	1	...	2
		Baptist College ...	...	...	...	...	...	...	1	1
Hanthawaddy	Hmawbi ...	Maung Tha Dun Aung ...	...	...	...	...	2	...	...	2
	Hlaing	Maung Tun Ni ...	...	...	...	...	1	...	...	1
		Maung Nya ...	...	...	...	...	1	...	...	1
		Maung Aung Mya ...	...	...	...	...	5	...	...	5
	Tuntè	Maung On Gaing ...	2	...	...	2	1	...	...	1
		Maung Pyu Choot ...	1	...	...	1	3	...	...	3
		Maung Ba Chit ...	...	...	...	...	3	...	...	3
		Maung E ...	4	...	...	4	3	...	...	3
		Maung Shwe Wa ...	...	...	...	...	3	...	...	3
Pegu	Payagale township	Maung Po Min ...	2	...	...	2	...	...	...	...
	Paunglin	Maung Han Bo ...	3	...	...	3	4	...	...	4
		Maung Tet To ...	4	...	...	4	...	...	...	...
		Maung Ne Win ...	3	...	...	3	5	...	...	5
Tharrawaddy	Tapun ...	Maung Po Myin ...	...	...	...	...	2	...	...	2
	Letpadan town	Maung Po Tun ...	2	...	...	2	...	...	...	...
	Sanywe	Maung She ...	...	...	...	...	3	...	...	3
		Maung Po Chon ..	...	1	...	1	...	...	...	...
		Maung Taing Gyaw ...	4	...	...	4	4	...	...	4
		Maung Po Sein ...	...	...	...	...	3	...	...	3
	Gyobingauk ...	Maung Naw Tin ...	...	...	...	...	1	...	...	1
	Minhla	Maung Po Hmyin ...	2	...	...	2	...	...	...	...
		Maung Myat Tha U ...	...	...	...	...	3	...	...	3
		Maung Sein ...	3	7	8	18	2	1	4	7
		Maung Myat Thu ...	...	...	...	...	...	...	1	1
		Carried over ...	81	26	19	126	94	21	16	131

(*c*) *Vernacular Schools*—continued.

District.	Township.	Name of school.	1893-94. V.	VI.	VII.	Total.	1894-95. V.	VI.	VII.	Total.
		Brought forward ...	81	26	19	126	94	21	16	131
Prome	Prome town ...	Maung Hmat ...	3	...	...	3	4	2	1	7
	Shwedaung ...	Maung So ...	2	...	...	2	1	2	...	3
	Thigôn ...	Maung Aung Dôk ...	7	2	...	9	3	3	...	6
	Paungdè town	Maung Tha Cho ...	...	...	...	...	2	...	...	2
		Ma Thin On ...	...	...	...	...	4	...	...	4
Thôngwa	Yandoon ...	Maung Po Seit ...	2	...	...	2	2	...	...	2
	Danubyu	Maung Po ...	2	...	...	2	...	...	...	...
		Maung Shwe Lôn ...	3	...	...	3	...	...	...	...
		Maung Bein ...	1	...	...	1	...	...	...	...
	Kyaiklat ...	Maung Pe ...	...	...	...	...	4	...	...	4
Bassein	Bassein town ...	U Pan Di ...	2	3	...	5	...	...	...	...
	Kyonpyaw ...	Maung Pyu ...	...	...	...	...	11	...	...	11
	Bassein town ...	Maung Hmu ...	5	...	...	5	7	...	...	7
	Kyaungôn ...	Maung Po Saing ...	...	...	...	...	3	...	...	3
	Kangyidaung ...	U Zaneinda ...	1	...	...	1	2	...	...	2
Henzada	Henzada town	Maung Po Ka ...	3	...	...	3	2	...	...	2
		Maung Pe ...	1	...	...	1	...	...	...	...
	Kanaung ...	Maung Tun E ...	...	...	...	...	2	...	...	2
	Zalun	Maung Po Kyun ...	...	...	...	...	2	...	...	2
		Maung Hla ...	2	...	...	2	...	...	...	...
		Maung Pauk ...	...	...	...	...	2	...	...	2
	Henzada township.	Maung Shwe Bwin ...	...	...	...	...	3	...	...	3
		Maung Tha Dun ...	...	...	...	...	4	...	...	4
Myaungmya	Thigwin ...	Maung Shwe Cho ...	...	...	...	...	5	...	...	5
	Wakèma ...	Maung Myit Ku ...	3	...	...	3	...	...	...	...
Moulmein ...	Moulmein	Government Normal school	...	...	14	14	15	2	4	21
		U Nyanawuntha ...	2	...	...	2	...	...	...	...
		Maung Shwe Thaw ...	3	2	...	5	...	...	...	...
		U Pyinyathiri ...	3	...	...	3	5	1	...	6
		Rev. Fairclough ...	3	...	...	3	...	...	...	...
		Maung Ba O's school ...	...	...	1	1	2	...	...	2
		U Paduma ...	5	...	...	5	3	3	...	6
		Morton Lane Girls' schools	4	8	4	16	2	4	10	16
		Maung Aung Hla ...	4	...	...	4	...	...	...	...
		U Pyinyadipa ...	...	...	...	...	2	...	...	2
Amherst	Wagaru ...	Miss S. E. Haswell ...	1	...	...	1	...	1	...	1
	Thatôn ...	Maung Tu La Pan ...	5	2	...	7	3	3	2	8
	Salween Hlaingbwè	Maung Shwe Taw ...	4	...	...	4	2	...	...	2
	Haungtharaw ...	Maung San Myat Paw ...	...	...	...	...	4	...	...	4
	Martaban ...	U Egga ...	...	...	...	...	2	...	...	2
	Balugyun ...	U Asara ...	...	...	...	...	1	...	...	1
Shwegyin	Shwegyin	Maung Aung Dun ...	2	...	...	2	2	...	...	2
		Maung San We ...	6	3	...	9	6	3	...	9
	Pyuntaza ...	Maung Po Min ...	...	2	...	2	3	...	...	3
Toungoo	Toungoo town	U Kelasaya ...	5	2	1	8	1	2	2	5
		Maung Kywet ...	6	7	5	18	8	6	2	16
		Rev. Cochrane ...	2	...	...	2	6	2	...	8
		Rev. Johnson ...	16	7	...	23	14	8	1	23
		Rev. Father Conti ...	3	3	1	7	4	2	...	6
	Thagara ...	Maung Po Lôk ...	2	...	...	2	...	...	...	...
Tavoy	Tavoy town ...	Rev. H. Morrow's school	4	4	1	9	2	2	3	7
	Central ...	Maung Tha Byu ...	2	...	...	2	...	...	...	...
Mergui ...	Mergui town ...	U Kuna's school ...	...	...	...	...	...	...	1	1
		Total ...	200	71	46	317	244	67	42	353

(c) Vernacular Schools—concluded.

District.	Township.	Name of school.	1893-94.				1894-95.			
			V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Mandalay	U Nanda's school ...	3	...	...	3	4	1	...	5
		U Pyinnya's school ...	2	...	...	2	3	1	1	5
		Maung Tôk's school ...	...	...	...	...	...	...	...	...
		Maung Aung Gyi's school	...	...	...	...	...	...	...	...
		Maung Shwe Ngon's school	2	...	...	2	3	2	...	5
		Maung Kyaw's school ...	...	...	...	...	1	...	...	1
		Maung Po Gaung's school	...	...	...	...	2	...	...	2
		Maung San Hla Baw's school.	...	...	...	...	1	...	...	1
		Ma Thin Nu's school ...	...	...	...	...	...	...	...	...
	Bhamo ...	A. B. M. Kachin school ...	2	...	...	2	7	...	...	7
	Shwebo ...	U Nanda Myezu's school...	...	...	...	...	...	...	...	...
	Ye-u ...	U Thumana's school ...	1	2	...	3	...	...	...	...
	Sagaing	Shwedaungu's school ...	...	...	...	...	...	...	1	1
		U Thuzata's school ...	...	...	...	...	...	...	...	...
		U Thilasaya's school ...	...	...	...	...	...	...	...	...
		U Einda's school ...	3	...	...	3	7	1	...	8
		U Adeisa's school ...	...	...	...	...	5	1	...	6
		U Lawana's school ...	...	...	...	...	...	...	...	...
		U Yeindama's school ...	5	...	...	5	...	...	...	...
		U Thila's school ...	5	5	1	11	7	2	...	9
		Maung Shauk To's school	...	...	...	...	3	...	...	3
	Mônywa	U Thuzata's school ...	...	...	...	...	3	...	...	3
		Maung Chit Su's school ...	...	...	...	...	...	...	...	...
		Maung Po Tu's school ...	...	...	1	1	...	...	...	...
	Kyauksè	U Pandi's school ...	...	...	...	...	...	...	...	...
		Maung Nyo's school ...	...	...	...	...	...	...	...	...
		Maung Tha Aung's school	...	...	...	...	2	...	...	2
	Meiktila	Abdul Razack's school ...	...	...	...	...	...	...	...	...
		U Pandi's school ...	1	...	...	1	...	1	...	1
	Myingyan ...	Ma Sa Bwin's school ...	1	...	...	1	...	...	...	...
	Pyinmana ...	Maung Saung's school ...	...	...	...	...	...	...	...	...
	Thayetmyo ...	Maung Shwe Ni's school...	2	...	...	2	2	...	...	2
	Kama	Maung Mya Tha Dun's school.	2	...	...	2	1	...	...	1
		Maung Aung Pyo's school	...	...	...	...	...	...	...	...
	Allan, Ywataung	U Wilatha's school ...	...	1	...	1	4	3	...	7
		Total ...	29	8	2	39	55	12	2	69

51. The *Akyab Municipal School* has done very badly. In the VII Standard the passes are much fewer, while in Standards V and VI the results are as bad as they can be. This is due to an utter want of supervision by the Head Master.

The results of the *Kyaukpyu Municipal School* in Standards V and VI might be better.

The *Sandoway Municipal School* has done well.

In the *Rangoon Collegiate School* the percentage of passes in Standard VII is satisfactory, but Standards V and VI did badly.

The *Pegu and Paungdè Municipal Schools* show much improvement

The *Bassein Municipal High School* has done very well in all the standards this year. The staff has been reorganized, and the school has greatly improved.

The *Henzada Municipal School* has done very well in all the standards. Pupils have done well in optional subjects also.

In the *Municipal School, Shwegyin*, Standards V and VI passes have decreased owing to the weakness of the classes in English. Standard VII has much improved. The future of this institution as a Secondary school appears somewhat doubtful, as Shwegyin ceases to be headquarters of the district.

The *Municipal School, Tavoy*, did not do quite so well this year in Standards VI and VII.

There is a distinct advance: the Middle School classes are being better taught and supervised by the Head Masters and optional subjects are being taken up better.

In the Registered Aided Anglo-Vernacular schools also there is a marked improvement in the Middle Department.

St. Anne's Convent, Akyab, did not pass any pupils by the Standard VII, but the Lower Standards obtained a satisfactory percentage of passes.

St. John's College, S. P. G., showed creditable results in Standards V and VI, and a satisfactory percentage of passes in Standard VII.

In *St. Paul's High School* Standard V was weak; Standards VI and VII have improved, the latter especially.

St. John's Convent High School.—This school, which examined itself in previous years, was examined by the Inspector this year. The examination showed many weak points. Standard VII alone shows an increase in the number of passes.

In the *Methodist Episcopal High School* the increase of passes under Standard V is satisfactory. A considerable amount of attention is given to optional subjects.

St. Anthony's School in its Secondary Department has not done well this year. It will take time to recover its former position.

The *Diocesan Girls' High School* did well in all the Middle Standards, not only in the compulsory, but in the optional subjects.

The *Baptist College, Alôn*, showed good results in Standards V and VI, but the number of passes in Standard VII is less than last year.

In the *Diocesan Boys' School* the lower standards have been neglected for the Middle and Higher. The results in Standards V and VI were very poor indeed.

The *Sgaw-Karen School, Rangoon*, did well in all the Middle Standards.

St. Barnabas' S. P. G. has this year done well in Standard V and laid the foundation of a fairly strong Middle Department. With proper management it should now improve.

St. Gabriel's School.—This school has done better on the whole. There is, however, a decrease in the passes by Standard VI.

The *Old Convent School* formerly examined itself. This year, when examined by the department, it failed to gain any passes in Standards V and VI. There was only one pass by Standard VII.

Madooray Pillay's School did better this year than last. There is a decided increase in passes by all the Middle School Standards.

The *Sgaw-Karen School, Bassein*, did well in all the Middle Standards, especially in Standard VII. Pupils also obtained a satisfactory percentage of passes in optional subjects.

St. Joseph's Convent, Moulmein, did well. Steady work has been done during the year.

St. Patrick's School did very badly in Standard V, better in Standards VI and VII.

St. Augustine's S. P. G. School has made good progress under its present Superintendent, notably in Standards VI and VII.

The *English Girls' High School* shows decrease under Standard V and especially Standard VI, but in VII maintains its position.

The *Mizpah Hall School* could not obtain any passes at all. Under Standard V only 4 candidates were presented, and they did very poorly.

St. Luke's S. P. G., Toungoo, has not received all the care its promising condition deserved. Standard VI has improved, but there is a regretable falling off under VII.

The *Paku-Karen School at Toungoo* had no VI Standard class, and imperfect English resulted in the failure of all the boy pupils presented under Standard V.

The *Roman Catholic Middle School, Gyobingauk*, is steadily improving. There is an increased pass by Standard VI, and this year one pass has been gained in Standard VII.

Town School, Letpadan.—This school, opened during the year under report, has obtained a satisfactory number of passes.

Roman Catholic Middle School, Thônzè.—In this school for the first time four candidates were presented in Standard V and all passed.

American Baptist Mission School, Zigôn.—This school presented pupils for examination in Standard V for the first time with satisfactory results.

In Pyinmana the *American Baptist Mission School* has reached the VI Standard, passing four candidates; but, having in view the size of Standard IV, the prospects of the Secondary Department are not encouraging.

All Saints' S. P. G. School has had a V Standard class of two pupils, of whom one was presented and failed to pass.

The institution will be reduced to the Primary grade. In reality there is no need at all for it.

St. Andrew's S. P. G. School, Thayetmyo, has maintained its good reputation this year in Standards V and VI.

The *E. W. M. Boys' School, Pakôkku,* presented candidates this year in the Middle Department for the first time. The work was not satisfactory; with more supervision there should be better results.

St. Joseph's Convent, Mandalay, still takes the lead in Upper Burma both in the number of passes and in general efficiency.

Both the *American Baptist Mission School* and the *E. W. M. School, Mandalay,* show an increase in passes.

Maung Shwe Thin's School, Mandalay, is doing steady work and shows six passes by Standards V and VI.

The *Eurasian Girls' School, Mandalay,* has done well this year, passing eight pupils by the V and VI Standards.

All Saints' S. P. G., Shwebo, has doubled last year's passes.

The *E. W. M. School, Mônywa,* has passed three pupils by Standard V.

The *Roman Catholic Middle School, Myingyan,* passed seven boys in Standard V. This is very creditable to a new institution.

52. The following table shows the attendance and expenditure in Government and Aided Boys' schools of secondary instruction:—

Class of institution.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	From Government fund.	From all other sources.	Total.
					Rs.	Rs.	Rs.
HIGH ENGLISH—							
Maintained by the Department ...	2	1,115	1,124	957	18,765	41,546	60,311
Maintained by Municipal Boards ...	3	681	710	582	19,231	19,168	38,399
Aided under the Grant-in-aid Rules of 1890.	8	2,617	2,589	2,187	24,596	74,124	98,720
Total ...	13	4,413	4,423	3,726	62,592	1,34,838	1,97,430
MIDDLE ENGLISH—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	11	1,041	1,010	825	42,001	18,029	60,030
Aided under the Grant-in-aid Rules of 1890.	38	3,334	3,204	2,606	17,223	1,06,672	1,23,895
Total ...	49	4,375	4,214	3,431	59,224	1,24,701	1,83,925
MIDDLE VERNACULAR—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1890.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	107	6,774	6,774	6,774	42,839	...	42,839
Total ...	107	6,774	6,774	6,774	42,839	...	42,839
GRAND TOTAL ...	169	15,562	15,411	13,931	1,64,655	2,59,539	4,24,194

SECTION V.

PRIMARY INSTRUCTION.

53. The following statement gives the statistics of Primary schools for the last two years:—

Class of institution.	Number of Primary schools. under inspection.		Attendance.		Number of pupils passed.			
					Upper Primary, Standards III and IV.		Lower Primary, Standards I and II.	
	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.
Public schools under public management.	20	20	2,023	1,832	687	461	702	569
Public schools under private management.	79	84	6,150	6,411*	1,513	1,243	2,014	1,780
Indigenous schools. Burmese ...	4,172	3,847	109,187	103,981	2,184	2,571	15,519	18,214
Indigenous schools. Karen ...	502	478	16,233	14,850	925	878	3,608	2,921
Indigenous schools. Mahomedan ...	27	24	1,137	1,042	15	24	158	207
Indigenous schools. Tamil ...	...	47	...	1,027	...	10	...	515
Total ...	4,800	4,500	134,730	129,143	5,324	5,187	22,001	24,206

* No returns received from St. Joseph's Convent, Toungoo.

In Lower Burma public schools under public management show no change in numbers, the loss of the Municipal School, Shwedaung, being balanced by the opening of the Municipal School, Ngathainggyaung.

Public schools under private management have increased by two, the following having been added to the list, namely—

A. B. M. Burmese School, Bassein,
Anglo-Vernacular Town School, Daingwunkwin, Moulmein,
R. C. M. School, Nyaunglebin,
St. Gabriel's School, Lammadaw, Rangoon,
Anglo-Vernacular Town School, Kyaikto,
Winchester Mission School, Rangoon.
Anglo-Vernacular School, Letpadan,

while the

Kyeiklat School,
A. B. M. Mixed School, Wakèma, and
St. Mary's School, Thayetmyo

have been closed, and

The A. B. M. Chin School, Thayetmyo, and
St. Andrew's S. P. G. School, Thayetmyo,

transferred to the Upper Burma list.

Under both the Upper and Lower Primary Standards full passes have fallen, owing to several schools having been examined by the department instead of by their own Superintendents or Head Masters.

Another cause is the very easy interpretation given by Managers to the rule allowing double promotion in Standards I—IV. This has led to many pupils having been promoted, who were totally unfit, and were bound to fail when examined.

Indigenous schools with fewer numbers and smaller attendance, for reasons stated elsewhere, again show progress by the larger number of passes gained.

In Upper Burma public schools under private management increased by 3 during the year, namely—

R. C. M. School at Myingyan.
R. C. M. Tamil School, Mandalay.
A. B. M. School at Sagaing.

One school, the A. B. M. School, Myittha, was taken off the list. There is a net increase of two schools.

A.—NON-INDIGENOUS SCHOOLS.

LOWER BURMA.

54. The following paragraphs give details of the schools:—

Arakan Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.									
	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	49	40	58	61	208	22	31	15	5	73
In registered aided schools ...	13	22	17	15	67	21	17	9	11	58
Total ...	62	62	75	76	275	43	48	24	16	131

The following are the details for the above schools:—

Government and Municipal Schools.

Division.		District.	Name of school.	Full passes.									
				1893-94.					1894-95.				
				Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
				I.	II.	III.	IV.		I.	II.	III.	IV.	
Arakan.	1	Akyab	Government High school	22	22	37	40	121	9	5	5	1	20
	2	Kyaukpyu ...	Municipal school	9	7	13	11	40	6	8	2	1	17
	3	Sandoway ...	Municipal school	18	11	8	10	47	7	18	8	3	36
			Total ...	49	40	58	61	208	22	31	15	5	73

The following are the figures for the aided schools:—

Division.		District.	Name of school.	Full passes.									
				1893-94.					1894-95.				
				Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
				I.	II.	III.	IV.		I.	II.	III.	IV.	
Arakan.	1	Akyab ...	St. Anne's convent	2	6	5	5	18	18	6	3	3	30
	2		St. John's school	7	9	7	5	28	2	8	5	5	20
	3		St. Mark's school	4	7	5	5	21	1	3	1	3	8
			Total ...	13	22	17	15	67	21	17	9	11	58

The *Government High School, Akyab,* did very badly at the last promotion examination. The condition of this school is most unsatisfactory, and the headmaster has been warned.

The *Municipal School, Kyaukpyu,* should have done better.

The *Municipal School, Sandoway,* obtained a satisfactory percentage of passes. *St. Anne's Convent* did well.

St. John's and St. Mark's Schools, Akyab, should have shown better results.

Pegu Division.

Full passes were gained as below :—

Class of institution.	Full passes.									
	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	148	138	150	148	584	83	99	83	72	337
In registered and aided schools ...	516	440	387	285	1,628	450	430	370	202	1,452
Total ...	664	578	537	433	2,212	533	529	453	274	1,789

Government and Municipal schools have gained full passes as below :—

Division.	District.	Name of school.	Full passes.									
			1893-94.					1894-95.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Pegu.	Rangoon	Municipal Boys' school	83	78	102	118	381	19	53	27	26	125
		Municipal Girls' school	29	9	13	3	54	25	12	6	6	49
	Pegu ...	Municipal school	9	30	20	16	75	23	17	23	20	83
	Prome	Municipal school, Prome	16	12	9	6	43	7	12	19	17	55
		Municipal school, Paungdè... ...	9	7	5	5	26	9	5	8	3	25
		Municipal school, Shwedaung ...	2	2	1	...	5	...	...	...	...	...
		Total ...	148	138	150	148	584	83	99	83	72	337

The *Municipal School, Pegu,* did very much better work this year than last. This is due to the staff being more efficient and energetic.

The *Municipal School, Prome,* has done very well. The staff have shown greater energy, and the headmaster has exercised good supervision.

The *Municipal School, Paungdè,* is improving.

The *Municipal Girls' School, Rangoon.*—There is plenty of room for improvement here. The staff is strong and highly paid and there is no excuse for the weakness evident in several directions. The marks gained by the candidates should have been far higher, and great improvement will be looked for next year.

Rangoon Collegiate School.—This school did very badly at the last promotion examination in both compulsory and optional subjects. The discipline in the Primary department is not good.

The staff needs better supervision and control by the headmaster. A school with such a large staff and everything in its favour, ought not to have failed as it did.

The following are the details of the passes in the registered schools :—

Division.	District.	Name of school.	FULL PASSES. 1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu.	Rangoon	St. Paul's High school ...	48	58	63	42	211	37	59	64	9	169
		St. John's College, S. P. G.	38	38	44	80	200	19	39	32	24	114
		Diocesan Boys' school ...	16	16	26	17	75	2	2	2	4	10
		Diocesan Girls' school ...	6	10	13	21	50	7	9	7	8	31
		St. John's Convent ...	32	24	23	21	100	22	13	17	9	61
		Old Convent Anglo-Vernacular school.	14	8	4	5	31	5	...	2	...	7
		St. Anthony's Tamil school	26	14	18	2	60	21	15	14	10	60
		St. Gabriel's S. P. G. ...	28	19	20	7	74	23	9	12	16	60
		Lutheran Mission school ...	15	8	8	4	35	10	11	10	7	38
		A. B. M. Anglo-Vernacular school, 36th street.	6	3	3	...	12	18	6	7	3	34
		Cantonment Tamil school...	13	11	...	...	24	11	7	13	...	31
		St. Mary's S. P. G. school	31	19	16	3	69	8	20	10	5	43
		Episcopal Methodist Anglo-Vernacular Girls' school.	31	22	18	11	82	27	23	18	15	83
		A. B. M. Boys' and Girls' school.	20	3	4	2	29	17	30	6	1	54
		St. Michael's S. P. G. school, Kemmendine.	18	10	9	...	37	26	11	3	1	41
		St. Barnabas' S. P. G. school, Pazundaung.	20	26	13	7	66	13	13	17	8	51
		Bishop's Home for Girls ...	7	6	7	...	20	5	9	4	4	22
		A. B. M. Sgaw-Karen school	12	34	14	25	85	8	20	22	14	64
		A. B. M. Union school ...	...	5	2	...	7	5	...	4	1	10
		A. B. M. Boys' school, Lanmadaw.	48	35	17	1	101	43	13	23	3	82
		St. Philip's school ...	4	11	6	1	22	8	6	10	1	25
		Maduray Pillay's school ...	21	7	19	7	54	20	19	13	23	75
		A. B. M. Tamil and Telugu school, College street.	5	1	...	..	6	6	5	2	...	13
		Baptist College, Alôn ...	27	17	16	11	71	30	36	16	10	92
		St. Gabriel's school, Ottan, Lanmadaw.	...	...	...	...	...	9	...	...	...	9
		The Winchester Mission school, A-20, Brooking street, Rangoon.	Not examined.									
	Hanthawaddy.	Anglo-vernacular Railway Tamil school, Insein.	10	8	4	...	22	6	4	5	3	18
		Anglo-vernacular Mixed school, Tunte.	4	10	...	...	14	8	9	9	...	26
	Tharrawaddy.	St. Michael's R. C. M. school, Gyobingauk.	5	3	8	11	27	3	6	5	9	23
		A. B. M. school, Zigôn ...	6	8	8	3	25	5	6	8	7	26
		R. C. M. school, Thônzè ...	2	4	1	2	9	7	5	3	4	19
		A. B. M. school, Gyobingauk.	3	2	3	2	10	2	5	5	3	15
		Anglo-Vernacular Town school, Letpadan.	...	...	...	...	.	19	20	7	...	46
		Total ...	516	440	387	285	1,628	450	430	370	202	1,452

The *Diocesan Boys' School* did very badly. This school was till this year a fixed-grant school, conducting its own examinations. That these have been much too easy was shown by the examination held by the department. In every branch, with the doubtful exception of English, the results were of the poorest kind, and even English Grammar and Reading left a good deal to be desired. The VII, VIII, and IX Standards seem to have received all the attention to the neglect of the others.

St. John's Convent, Rangoon, was also a fixed-grant school examined this year by the Department. The results were not satisfactory, and a good deal remains to be done before the proper standard is attained.

The *Old Convent School* is in the same position as St. John's Convent; much better results should be shown.

St. Gabriel's Tamil School has done satisfactorily.

The *Lutheran Mission School* has done good work this year.

The *Anglo-Vernacular School, Tuntè*, is improving.

St. Michael's R. C. M. School, Gyobingauk, has done well.

The *A. B. M. School, Zigôn*, keeps its position.

The *R. C. M. School, Thônzè*, has made a great advance in the work of last year.

The *A. B. M. School, Gyobingauk*, has done better than last year, but is not growing much in numbers.

The *Anglo-Vernacular Town School, Letpadan*, opened during the year under report, made an excellent beginning.

St. Paul's High School, examined by the Department after an interval of three years, failed to come quite up to the standard expected of it. Standard I was weak in numbers, and Standard IV proved anything but proficient, passing only 14½ per cent. on its average attendance. No doubt care will be taken to avoid similar results next year.

St. Anthony's Tamil School has made progress, but still needs close supervision and careful management. More than anything else, an experienced headmaster is needed.

The *Methodist Episcopal Girls' High School* maintains its standard of efficiency; the passes are much the same as last year.

St. Barnabas' School, Pazundaung, has suffered from the want of a headmaster and is still without adequate accommodation. The discipline of the institution leaves much to be desired.

The *A. B. M. Boys' School, Lanmadaw*, did not do nearly as well this year as in previous years. It suffers from want of supervision.

St. Philip's School did well and is evidently carefully managed. The attendance is, however, small.

The results of *St. John's College, S. P. G.*, are satisfactory, and so are those of the *A. B. M. College*.

The *Diocesan Girls' School* did very well in both compulsory and optional subjects.

The *A. B. M. Sgaw-Karen School, Alôn*, did well in the compulsory subjects.

The *Bishop's Home* also obtained good results.

St. Mary's School, S. P. G., did well.

Irrawaddy Division.

Full passes were gained as below:—

Class of institution.	Full passes.									
	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	60	82	47	53	242	89	63	80	52	284
In registered aided schools ...	117	144	128	83	472	53	109	104	71	337
Total ...	177	226	175	136	714	142	172	184	123	621

The following are the figures for each Government and Municipal school :—

Division.	District.	Name of school.	Full passes. 1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy.	Thôngwa ...	Municipal, Yandoon ...	14	23	16	20	73	10	12	19	6	47
	Myaungmya ...	Municipal, Pantanaw ...	5	5	5	3	18	1	1	...	...	2
	Bassein	Municipal, Bassein ...	10	26	4	16	56	32	20	40	20	112
		Municipal, Ngathainggyaung ...	..	...	...	...	...	6	5	...	...	11
	Henzada	Municipal, Henzada ...	23	22	15	6	66	30	17	13	21	81
		Municipal, Myanaung ...	5	3	4	4	16	3	7	5	3	18
		Municipal, Kyangin ...	3	3	3	4	13	7	1	3	2	13
		Total ...	60	82	47	53	242	89	63	80	52	284

The following are the details of passes for the aided schools :—

Division.	District.	Name of school.	Full passes. 1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy.	Bassein ...	A. B. M. Burmese school ...	...	...	...	...	...	9	9	3	...	21
		A. B. M. Sgaw-Karen school ...	21	51	44	33	149	8	27	48	24	107
		A. B. M. Pwo-Karen school ...	18	15	18	13	64	8	13	4	6	31
		St. Peter's R. C. M. school ...	9	9	7	7	32	1	8	6	1	16
	Thôngwa ...	A. B. M. Pwo-Karen school, Ma-ubin	17	16	8	9	50	13	16	10	5	44
		Anglo-Vernacular Town school, Ma-ubin.	4	18	15	5	42	8	2	12	7	29
		Anglo-Vernacular Mixed school, Wakèma.	6	12	8	...	26	Closed.				
		S. P. G. District school, Kyaiklat ...	8	...	...	...	8	Do.				
		A. B. M. Mixed school, Danubyu ...	17	2	1	1	21	3	7	6	1	17
	Henzada ...	A. B. M. Karen school ...	3	12	18	8	41	2	11	12	17	42
		A. B. M. Burmese school ...	14	9	9	7	39	1	16	3	10	30
		Total ...	117	144	128	83	472	53	109	104	71	337

The *Municipal School, Bassein*, did well. The discipline has greatly improved.

The *Municipal School, Henzada*, did exceptionally well.

The results of the *Municipal School, Yandoon*, are very creditable.

The *A. B. M. Karen School, Henzada*, was not up to the mark in the lower standards.

The results of the *Burmese Town School* and the *A. B. M. Pwo-Karen School, Ma-ubin*, are good.

The *Municipal Schools of Myanaung* and *Kyangin* have improved in efficiency during the past year, and satisfactory results were obtained.

The *Sgaw-Karen High School, Bassein*, obtained a satisfactory percentage of passes. The discipline and general tone of this school are decidedly good.

The *A. B. M. Pwo-Karen school* and *St. Peter's School, Bassein*, should have done better.

The *A. B. M. Burmese School, Danubyu*, did fairly well.

Tenasserim Division.

Government and Municipal schools show no change in numbers.

The number of full passes gained was as follows:—

Class of institution.	Full passes.									
	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	91	94	90	80	355	87	95	80	74	336
In registered Grant-in-aid schools	214	228	217	144	803	228	160	157	120	665
Total ...	305	322	307	224	1,158	315	255	237	194	1,001

Registered aided institutions have increased by two by the addition to the list of the R. C. M. School, Nyaunglebin, and the Anglo-vernacular Town School, Kyaikto.

The passes in Government and Municipal schools are as follow:—

Division.	District.	Name of school.	Full passes.									
			1893-94.					1894-95.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim.	Moulmein ...	High and Normal school	36	35	29	43	143	31	35	32	28	126
	Amherst ...	Municipal school, Thatôn	8	14	11	6	39	4	7	10	6	27
	Shwegyin ...	Municipal school	22	15	24	12	73	8	25	10	16	59
	Tavoy ...	Municipal school	13	12	11	8	44	24	16	7	11	58
	Mergui ...	Municipal school	12	18	15	11	56	20	12	21	13	66
		Total ...	91	94	90	80	355	87	95	80	74	336

The *High School, Moulmein*, shows a falling off in Primary passes under Standards I and IV.

The *Municipal School, Thatôn*, shows no improvement; on the contrary the passes under Standards I and II have decreased, and the attendance in those classes has been so small as to imperil the existence of the school. There seems to be a rooted objection to paying any fees at all in Thatôn.

The *Shwegyin Municipal School* shows a falling off in Standard III.

The Tavoy and Mergui schools have both improved.

The following are the figures for the registered schools:—

Division.	District.	Name of school.	Full passes.									
			1893-94.					1894-95.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim.	Moulmein	St. Augustine's S. P. G. school ...	16	14	12	15	57	10	16	16	17	59
		St. Joseph's Convent	12	15	14	12	53	13	12	11	12	48
		St. Patrick's R. C. M. school ...	50	40	63	35	188	14	3	1	3	21
		St. Matthew's Church of England school	2	4	3	2	11	2	2	1	3	8
		English Girls' High school	10	12	8	6	36	5	6	6	4	21
		Mizpah Hall school	5	8	6	2	21	16	15	7	2	40
		A. B. M. Karen school	8	19	13	10	50	5	6	16	10	37
		Cantonment school	6	6	8	4	24	...	7	4	6	17
		A. B. M. Boys' school	27	20	11	18	76	21	19	18	10	68
		Anglo-Vernacular Town school ...	...	...	...	...	...	12	5	4	...	21
	Toungoo	St. Luke's S. P. G. school	28	50	41	16	135	50	29	35	33	147
		R. C. M. Boys' school	5	9	16	4	34	5	8	13	8	34
		St. Joseph's Convent	8	5	1	...	14	17	11	4	4	36
		A. B. M. Paku-Karen school ...	29	15	11	10	65	31	12	12	5	60
	Tavoy ...	A B. M. Karen school	8	11	10	10	39	27	9	9	3	48
	Shwegyin	R. C. M. Boys' school, Nyaunglebin ...	...	...	...	...	...	...	...	...	...	...
		Anglo-Vernacular school, Kyaikto ...	...	...	...	...	...	...	...	...	...	...
		Total ...	214	228	217	144	803	228	160	157	120	665

St. Augustine's S. P. G. School, under the Rev. C. Clarke, has done steady work and maintained its standard of efficiency.

St. Joseph's Convent has been less successful than usual in the Primary standards, but still does excellent work.

St. Patrick's R. C. School, tested this year in detail by the Department after a three years' interval, was found far below the mark. The warning of last year did not receive sufficient attention, and the results of the examination proved most lamentable. A thorough reorganization of the staff and the work appears absolutely necessary.

St. Matthew's School has been well looked after by its present head-mistress, Miss Becker, who has done all that is possible to secure success. With the means at its command, it cannot however hold its own against neighbouring and rival institutions.

The *English Girls' High School* has not done as well as usual, owing to difficulties with the staff.

The *A. B. M. Karen School* appears to fluctuate very much. The passes have fallen to the figures of 1892-93. Steady work, however, has been done.

The *Cantonment School*, though carried on with its accustomed vigour, shows a falling off that is, I trust only temporary.

The *A. B. M. Boys' School* also is less successful than usual.

The *Anglo-Vernacular School*, Daingwunkwin (under Native Burmese management) has been examined for the first time, and, all things considered, did fairly well.

St. Luke's S. P. G., Toungoo, has continued to advance, and, with careful, vigorous management, should do well.

The *R. C. M. Boys' School* has, if anything, retrograded. It would do better if it limited its energies to Primary work.

The *R. C. Convent School* showed improvement in numbers and efficiency, but was closed altogether from the end of the year under report owing to some changes in the Mission.

The *A. B. M. Paku-Karen School* has been very carefully managed and does good wook.

The *A. B. M. Karen School, Tavoy*, except in Standard I, does not progress.

The *Anglo-Vernacular Town School, Kyaikto*, does not appear to be so well supported by the people as was expected, and has not yet been examined for grants.

UPPER BURMA.

Northern Division.

The number of full passes gained was as below :—

Class of institution.	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered Aided schools ...	76	92	71	53	292	95	89	89	39	312
Total ...	76	92	71	53	292	95	89	89	39	312

The following are the details for the foregoing schools :—

District.	Name of school.	Full passes. 1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Mandalay	A. B. M. Boys' school	11	20	11	4	46	14	16	16	4	50
	R. C. M. Girls' school	11	12	10	7	40	12	13	17	8	50
	S. P. G. Royal school	15	8	10	12	45	15	13	6	9	43
	E. W. M. Boys' school	7	9	4	5	25	12	5	8	2	27
	R. C. M. Boys' school	...	7	5	1	13	6	...	6	...	12
	A. B. M. European Girls' school ...	2	2	2	5	11	2	2	4	1	9
	R. C. M. Tamil school	New school.					4	3	5	1	13
	A. B. M. Burmese Girls' school ...	10	9	10	3	32	9	11	6	...	26
	Maung Shwe Thin's school	12	8	12	7	39	17	16	12	...	45
Shwebo ...	All Saints' S. P. G. school	8	17	7	9	41	4	10	9	14	37
	Total ...	76	92	71	53	292	95	89	89	39	312

Registered aided schools have increased by one in Mandalay Town owing to the re-opening of the R. C. M. Tamil School under better management.

The A. B. M. Boys' School and the R. C. M. Girls' School each secured a total of 50 passes.

The A. B. M. Girls' School showed a slight falling off in the number of passes.

Central Division.

The number of passes gained was as follows :—

Class of institution.	Full passes. 1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered Aided schools ...	14	11	10	9	44	13	8	11	5	37
Total ...	14	11	10	9	44	13	8	11	5	37

The following are the details of passes in the registered schools :—

Division.	District.	Name of school.	Full passes. 1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Central.	Sagaing	A. B. M. Mixed school	...	...	...	...	...	...	...	...	...	...
		Town school	11	5	4	7	27	6	3	1	3	13
	Lower Chindwin ...	E. W. M. Boys' school	3	6	6	2	17	7	5	10	2	24
		Total ...	14	11	10	9	44	13	8	11	5	37

The number of schools on the register has remained the same as last year.

The R. C. M. School at Nabet has been removed from the list.

The A. B. M. School at Sagaing has been added, but passed no pupils at the last examination.

The Town School at Sagaing has not done so well owing to the change of supervision.

The E. W. M. School at Mônywa continues to improve, the passes having risen to 24. It is now under the superintendence of the Rev. H. Woodward, formerly of the Mandalay E. W. Mission.

Southern Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.									
	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered Aided schools ...	37	49	38	28	152	29	27	14	8	78
Total ...	37	49	38	28	152	29	27	14	8	78

The following are the details of passes in registered schools:—

District.	Name of school.	Full passes.									
		1893-94.					1894-95.				
		Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.		I.	II.	III.	IV.	
Thayetmyo	St. Andrew's S. P. G. School... ...	19	34	20	16	89	7	17	10	18	52
	A. B. M. Chin School	6	...	2	1	9	15	6	1	4	26
	St. Mary's R. C. M. School	9	8	7	7	31	...	...	...	...	...
Pakôkku ...	E. W. M. Boys' School	3	7	9	4	23	7	4	3	8	22
	Total ...	37	49	38	28	152	29	27	14	30	100

There are as yet no registered Anglo-Vernacular schools in the Minbu and Magwe districts.

The passes in St. Andrew's S. P. G. School, Thayetmyo, show a falling off. This was due to a much too liberal half-yearly promotion having been allowed by the headmaster. Many of the pupils thus promoted were unable to overtake the work of their new standards in the time left, and consequently failed at the annual examination held by the Inspector of Schools.

The A. B. M. Chin School, Thayetmyo, has greatly improved.

St. Mary's R. C. M. School was abolished during the year.

The E. W. M. Boys' School, Pakôkku, should have done better. The school suffers from lack of supervision. It used to do very well.

Eastern Division.

The number of full passes gained was as below:—

Class of institution.	Full passes.									
	1893-94.					1894-95.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered Aided schools ...	19	26	16	12	73	29	22	22	11	84
Total ...	19	26	16	12	73	29	22	22	11	84

The following are the details for the registered schools:—

Division.	District.	Name of school.	Full passes.									
			1893-94.					1894-95.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Eastern.	Yamèthin	A. B. M. Boys' school, Pyinmana.	6	9	3	3	21	1	10	9	1	21
		All Saint's S. P. G. school, Pyinmana.	3	7	3	4	17	1	1	5	2	9
		Railway school, Yamèthin	...	2	...	...	2	1	2	...	...	3
		St. Joseph's R. C. M. school, Yamèthin.	2	4	6	2	14	7	1	3	3	14
	Kyauksè ...	E. W. M. Boys' school, Kyauksè.	5	1	2	2	10	3	2	...	4	9
	Meiktila ...	A. B. M. Mixed school, Meiktila.	...	2	2	1	5	...	3	3	1	7
	Myingyan ..	R. C. M. Boys' school, Myingyan.	New school.					16	3	2	...	21
		Total ...	19	26	16	12	73	29	22	22	11	84

The E. W. M. Boys' School at Kyauksè struggles on, but cannot be said to have improved. It secured passes in only Standards I and II.

The A. B. M. School at Myittha has been closed for lack of support.

The A. B. M. School at Meiktila shows a slight increase in the number of passes, but receives little or no support from the people of Meiktila. What few pupils there are, are the sons or relations of Lower Burma officials.

St. Joseph's School, Myingyan, is a new school, registered during the year, under the superintendence of the Rev. Father Duhand. At the first examination held, 21 pupils passed, namely, 16 by the I, three by the II, and two by the III Standard.

Statistical Summary of Indigenous Burmese Schools for the official year ending the 31st March 1895.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school Examination (Standards V, VI, & VII.) Boys.	Girls.	Upper primary Examination (Standards III & IV.) Boys.	Girls.	Lower Primary Examination (Standards I & II.) Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	59	22	11	70	1,627	10	1,637	26	758	10	...	...	18	...	122	1	...	2,622	...	2,622	1,940	682	...	44	869	...	37·14
		Lay	21	4	1	24	981	325	1,306	23	969	325	20	1	91	10	303	117	...	2,775	3,678	6,453	2,495	4,048	...	1	12	...	95·83
		Total	80	26	12	94	2,608	335	2,943	49	1,727	335	20	1	109	10	425	118	...	5,397	3,678	9,075	4,345	4,730	...	45	881	...	52·13
	Northern Arakan.	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	4	6	...	10	221	...	221	3	95	...	...	...	3	...	25	...	...	297	...	297	57	240	...	7	126	...	30·00
		Lay	...	3	...	3	72	4	76	1	31	...	...	...	...	...	20	...	...	...	...	...	...	...	...	2	41	4	33·33
		Total	4	9	...	13	293	4	297	4	126	...	...	...	3	...	45	...	...	297	...	297	57	240	...	9	167	4	30·77
	Sandoway	Monastic	19	5	13	11	270	5	275	8	313	5	...	...	...	...	48	...	...	59	4	63	63	...	...	3	57	...	72·73
		Lay	9	6	...	15	377	107	484	14	361	103	8	...	39	5	128	36	386	1,056	557	1,999	1,163	830	...	1	16	4	93·33
		Total	28	11	13	26	647	112	759	22	574	108	8	...	39	5	176	36	386	1,115	561	2,062	1,232	830	...	4	73	4	84·62
Pegu.	Rangoon Town.	Monastic	18	6	9	15	453	...	453	13	390	...	...	...	17	...	166	...	...	...	410	410	410	...	...	2	63	...	86·67
		Lay	58	9	8	59	2,283	1,459	3,742	57	2,241	1,445	2	44	145	90	755	423	...	...	11,447	11,447	7,750	3,697	...	2	42	14	96·61
		Total	76	15	17	74	2,736	1,459	4,195	70	2,631	1,445	2	44	162	90	921	423	...	...	11,857	11,857	8,160	3,697	...	4	105	14	94·59
	Hanthawaddy	Monastic	160	22	21	161	3,578	...	3,578	33	897	...	...	...	47	...	252	...	...	1,600	...	1,600	1,600	...	...	128	2,681	...	20·50
		Lay	38	16	8	46	918	570	1,488	33	745	462	13	...	58	13	273	133	...	5,247	...	5,247	2,417	2,780	50	13	173	108	71·74
		Total	198	38	29	207	4,496	570	5,066	66	1,642	462	13	...	105	13	525	132	...	6,847	...	6,847	4,017	2,780	50	141	2,854	108	31·88
	Pegu	Monastic	188	12	17	183	4,105	...	4,105	55	1,800	...	...	...	18	...	574	...	...	1,908	36	1,944	1,944	...	...	128	2,305	...	30·05
		Lay	102	33	29	106	2,284	1,748	4,032	82	1,992	1,544	...	...	81	12	649	477	...	8,068	888	8,956	5,316	3,640	...	24	292	204	77·36
		Total	290	45	46	289	6,389	1,748	8,137	137	3,792	1,544	...	...	99	12	1,223	477	...	9,976	924	10,900	7,260	3,640	...	152	2,597	204	47·40
	Tharrawaddy	Monastic	72	19	13	78	2,195	...	2,195	25	1,025	...	...	...	29	...	344	...	...	1,390	79	1,469	1,469	...	...	53	1,170	...	32·05
		Lay	58	16	23	51	1,343	617	1,960	36	1,074	477	13	...	81	22	410	163	...	4,862	1,061	5,923	3,957	1,966	...	15	269	140	70·59
		Total	130	35	36	129	3,538	617	4,155	61	2,099	477	13	...	110	22	754	163	...	6,252	1,140	7,392	5,426	1,966	...	68	1,439	140	47·29
	Prome	Monastic	243	3	203	43	1,303	...	1,303	41	1,271	...	...	...	3	...	279	...	...	679	131	810	570	240	...	2	32	...	95·34
		Lay	34	8	14	28	1,016	389	1,405	27	1,005	384	23	...	90	7	417	160	380	1,464	6,399	8,243	4,246	3,947	50	1	11	5	96·43
		Total	277	11	217	71	2,319	389	2,708	68	2,276	384	23	...	93	7	696	160	380	2,143	6,530	9,053	4,816	4,187	50	3	43	5	95·77

Irrawaddy.	Bassein	Monastic	...	115	4	99	20	686	30	716	14	588	30	2	...	52	...	209	8	...	1,086	1,133	2,219	1,470	749	...	6	98	...	70·06
		Lay	...	28	6	13	21	688	242	930	21	688	242	19	2	85	14	280	86	...	2,927	2,043	4,970	1,942	3,028	...	...	...	...	100·00
		Total	...	143	10	112	41	1,374	272	1,646	35	1,276	272	21	2	137	14	489	94	...	4,013	3,176	7,189	3,412	3,777	...	6	98	...	85·37
	Thôngwa	Monastic	...	203	61	123	141	3,159	...	3,159	24	891	...	...	...	6	...	326	...	...	4,207	...	4,207	4,207	...	...	117	2,268	...	17·02
		Lay	...	56	20	20	56	1,719	887	2,606	43	1,514	730	...	...	118	14	562	249	...	246	4,251	4,497	1,600	2,897	...	13	205	157	76·79
		Total	...	259	81	143	197	4,878	887	5,765	67	2,405	730	...	...	124	14	888	249	...	4,453	4,251	8,704	5,807	2,897	...	130	2,473	157	34·01
	Myaungmya	Monastic	...	94	4	3	95	2,155	...	2,155	14	648	...	...	...	21	...	230	...	...	589	168	757	617	140	...	81	1,507	...	14·74
		Lay	...	31	14	7	38	682	523	1,205	23	543	357	...	...	24	4	192	95	...	1,822	264	2,086	1,336	750	...	15	139	166	60·53
		Total	...	125	18	10	133	2,837	523	3,360	37	1,191	357	...	...	45	4	422	95	...	2,411	432	2,843	1,953	890	...	96	1,646	166	27·82
	Henzada	Monastic	...	82	19	38	63	1,834	...	1,834	33	1,274	...	...	...	42	...	506	...	...	2,785	826	3,611	1,769	1,783	59	30	560	...	52·38
		Lay	...	38	7	10	35	1,068	562	1,630	32	1,026	539	7	1	83	6	425	197	...	1,896	5,014	6,910	2,797	4,113	...	3	42	23	91·43
		Total	...	120	26	48	98	2,902	562	3,464	65	2,300	539	7	1	125	6	931	197	...	4,681	5,840	10,521	4,566	5,896	59	33	602	23	66·33
Tenasserim.	Moulmein	Monastic	...	23	1	7	17	572	1	573	16	550	1	14	...	51	...	238	1	2,650	...	...	2,650	1,466	1,184	...	1	22	...	94·12
		Lay	...	32	5	10	27	905	731	1,636	27	905	731	2	16	21	23	301	185	4,147	...	...	4,147	3,697	450	...	...	...	...	100·00
		Total	...	55	6	17	44	1,477	732	2,209	43	1,455	732	16	16	72	23	539	186	6,797	...	...	6,797	5,163	1,634	...	1	22	...	97·73
	Amherst	Monastic	...	36	12	6	42	1,669	...	1,669	40	1,626	...	3	..	59	...	484	...	...	183	3,394	3,577	1,788	1,789	...	2	43	...	95·24
		Lay	...	20	2	5	17	528	279	807	17	528	279	...	...	21	5	163	74	...	387	1,448	1,835	1,192	643	...	...	...	...	100·00
		Total	...	56	14	11	59	2,197	279	2,476	57	2,154	279	3	...	80	5	647	74	...	570	4,842	5,412	2,980	2,432	...	2	43	...	96·61
	Tavoy	Monastic	...	4	1	1	4	211	7	218	4	211	7	...	...	10	...	67	...	...	884	...	884	314	570	...	...	...	...	100·00
		Lay	...	18	7	3	22	492	359	851	22	492	359	5	1	29	8	162	129	...	1,241	1,752	2,993	1,696	1,026	271	...	...	...	100·00
		Total	...	22	8	4	26	703	366	1,069	26	703	366	5	1	39	8	229	129	...	2,125	1,752	3,877	2,010	1,596	271	...	...	...	100·00
	Mergui	Monastic	...	8	4	2	10	404	...	404	10	404	...	...	...	3	...	86	...	...	148	117	265	265	...	...	...	...	...	100·00
		Lay	...	6	3	1	8	230	182	412	8	230	182	...	...	13	8	100	62	...	1,093	231	1,324	1,166	158	...	...	...	...	100·00
		Total	...	14	7	3	18	634	182	816	18	634	182	...	...	16	8	186	62	...	1,241	348	1,589	1,431	158	...	...	...	...	100·00
	Shwegyin	Monastic	...	57	6	7	56	2,204	...	2,204	14	682	...	...	...	49	...	336	...	...	1,643	419	2,062	1,762	300	...	42	1,522	...	25·00
		Lay	...	43	10	12	41	1,221	621	1,842	18	665	293	5	...	91	15	267	108	...	2,047	2,680	4,727	2,837	1,890	...	23	556	328	43·90
		Total	...	100	16	19	97	3,425	621	4,046	32	1,347	293	5	...	140	15	603	108	...	3,690	3,099	6,789	4,599	2,190	...	65	2,078	328	32·99
	Toungoo	Monastic	...	19	8	4	23	853	26	879	23	853	26	3	...	27	...	265	9	...	954	947	1,901	1,381	520	...	...	...	...	100·00
		Lay	...	9	2	2	9	308	142	450	9	308	142	22	3	31	1	104	51	...	1,155	1,724	2,879	1,319	1,560	...	...	...	...	100·00
		Total	...	28	10	6	32	1,161	168	1,329	32	1,161	168	25	3	58	1	369	60	...	2,109	2,671	4,780	2,700	2,080	...	...	...	...	100·00
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1894-95	Monastic	...	1,404	215	577	1,042	27,499	79	27,578	396	14,176	79	22	...	455	...	4,557	19	2,650	21,034	7,664	31,348	23,092	8,197	59	646	13,323	...	38·00
		Lay	...	601	171	166	606	17,115	9,747	26,862	493	15,317	8,594	139	68	1,101	257	5,616	2,744	4,913	36,286	43,437	84,636	46,842	37,423	371	113	1,798	1,153	81·34
		Total	...	2,005	386	743	1,648	44,614	9,826	54,440	889	29,493	8,673	161	68	1,556	257	10,173	2,763	7,563	57,320	51,101	1,15,984	69,934	45,620	430	759	15,121	1,153	53·94
	For 1893-94	.....		1,875	457	326	2,006	54,530	9,438	63,968	806	27,463	7,745	161	58	1,378	208	8,930	2,385	7,746	62,567	50,751	1,21,064	62,552	57,951	561	1,200	27,067	1,693	40·17
		Increase	...	130	...	417	...	...	388	...	83	2,030	928	..	10	208	49	1,243	378	...	...	350	...	7,382	...	...	...	...	...	13·17
		Decrease	...	...	71	...	358	9,916	...	9,528	...	...	...	...	...	...	...	...	...	183	5,247	...	5,0 8[illegible]	...	12,331	131	441	11,946	540	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic ...	10	...	...	10	211	...	211	...	...	...
		Lay	46	4	7	43	1,063	385	1,448	24	687	270
		Total ...	56	4	7	53	1,274	385	1,659	24	687	270
	Pegu	Monastic ...	3	...	1	2	50	...	50	...	...	...
		Lay	36	2	5	33	690	393	1,083	25	563	347
		Total ...	39	2	6	35	740	393	1,133	25	563	347
	Tharrawaddy	Monastic ...	1	...	...	1	31	...	31	...	...	...
		Lay	27	1	5	23	664	286	950	16	499	259
		Total ...	28	1	5	24	695	286	981	16	499	259
Irrawaddy.	Bassein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	84	12	14	82	1,302	1,023	2,325	70	1,156	931
		Total ..	84	12	14	82	1,302	1,023	2,325	70	1,156	931
	Thôngwa	Monastic ...	2	...	1	1	21	...	21	...	...	...
		Lay	83	4	16	71	1,271	910	2,181	52	993	717
		Total ...	85	4	17	72	1,292	910	2,202	52	993	717
	Henzada	Monastic ...	1	...	...	1	10	5	15	1	10	5
		Lay	44	3	5	42	751	472	1,223	42	751	472
		Total ...	45	3	5	43	761	477	1,238	43	761	477
	Myaungmya	Monastic ...	...	1	...	1	37	...	37	...	...	...
		Lay	58	3	7	54	939	687	1,626	39	748	538
		Total ...	58	4	7	55	976	687	1,663	39	748	538
Tenasserim.	Amherst	Monastic ...	19	2	2	19	658	...	658	10	345	...
		Lay	32	3	5	30	531	322	853	28	512	307
		Total ...	51	5	7	49	1,189	322	1,511	38	857	307
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	3	...	3	...	...	...	...	...	...	...
		Total ...	3	...	3	...	...	...	...	...	...	...
	Mergui	Monastic ...	1	1	1	1	13	...	13	1	13	...
		Lay	9	1	8	2	30	15	45	2	30	15
		Total ...	10	2	9	3	43	15	58	3	43	15
	Shwegyin	Monastic ...	...	1	...	1	70	...	70	1	70	...
		Lay	7	6	...	13	329	155	484	13	329	155
		Total ...	7	7	...	14	399	155	554	14	399	155
	Toungoo	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	35	13	3	45	967	488	1,455	45	967	488
		Total ...	35	13	3	45	967	488	1,455	45	967	488
	Salween	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	1	2	...	3	52	19	71	2	36	17
		Total ...	1	2	...	3	52	19	71	2	36	17
	For 1894-95	Monastic ...	37	5	5	37	1,101	5	1,106	13	438	5
		Lay	465	54	78	441	8,589	5,155	13,744	358	7,271	4,516
		Total ..	502	59	83	478	9,690	5,160	14,850	371	7,709	4,521
	For 1893-94 ...	.....	474	62	34	502	10,797	5,594	16,391	374	8,680	4,710
	For 1894-95	Increase ...	28	...	49	...	...	...	...	...	...	...
		Decrease ...	...	3	...	24	1,107	484	1,541	3	971	189

for the official year ending the 31st March 1895.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle school examination (Standards V, VI, & VII).		*Upper Primary examination (Standards III & IV).*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	...	10	211	...	...
8	1	57	17	163	72	...	6,886	...	6,886	2,710	4,176	...	19	376	115	55·81
8	1	57	17	163	72	...	6,886	...	6,886	2,710	4,176	...	29	587	115	45·28
...	...	...	...	...	...	...	...	...	...	...	...	...	2	50	...	...
6	3	61	28	111	60	...	5,572	...	5,572	3,028	2,544	...	8	127	46	75·75
6	3	61	28	111	60	...	5,572	...	5,572	3,028	2,544	...	10	177	46	71·43
...	...	...	...	...	...	...	...	...	...	...	...	...	1	31	...	...
6	4	41	21	111	54	...	4,068	...	4,068	2,172	1,896	...	7	165	27	69·56
6	4	41	21	111	54	...	4,068	...	4,068	2,172	1,896	...	8	196	27	66·67
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	68	41	285	164	...	4,510	...	4,510	4,510	...	...	12	146	92	85·37
..	...	68	41	285	164	...	4,510	...	4,510	4,510	...	...	12	146	92	85·37
...	...	...	...	...	...	...	...	...	...	...	...	...	1	21	...	...
...	...	51	20	265	148	...	6,165	...	6,165	4,453	1,712	...	19	278	193	73·23
...	...	51	20	265	148	...	6,165	...	6,165	4,453	1,712	...	20	299	193	72·22
...	...	...	...	4	2	...	...	...	...	...	...	...	...		...	100·00
6	1	77	35	254	154	...	4,371	...	4,371	1,917	2,454	...	...	...	...	100·00
6	1	77	35	258	156	...	4,371	...	4,371	1,917	2,454	...	...	...	...	100·01
...	...	...	...	...	...	...	...	...	...	...	...	...	1	37	...	...
2	3	64	34	177	103	...	5,053	...	5,053	2,101	2,064	888	15	191	149	72·22
2	3	64	34	177	103	...	5,053	...	5,053	2,101	2,064	888	16	228	149	70·91
...	...	16	...	56	...	...	404	95	499	451	48	...	9	313	...	52·63
14	...	47	13	165	90	...	5,639	118	5,757	2,637	3,120	...	2	19	15	93·33
14	...	63	13	221	90	...	6,043	213	6,256	3,088	3,168	...	11	332	15	77·55
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	1	...	13	7	...	47	...	47	47	...	...	...	...	...	100·00
...	...	1	...	14	7	...	47	...	47	47	...	...	...	...	...	100·00
...	...	5	...	7	...	...	...	...	...	...	...	...	...	...	...	100·00
8	1	33	14	76	39	...	910	581	1,491	1,083	408	...	...	...	...	100·00
8	1	38	14	83	39	...	910	581	1,491	1,083	408	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22	7	97	37	205	125	...	2,772	2,543	5,315	3,641	1,674	...	...	...	...	100·00
22	7	97	37	205	125	...	2,772	2,543	5,315	3,641	1,674	...	...	...	...	100·00
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8	2	288	...	..	288	144	144	...	1	16	2	66·67
...	...	...	...	8	2	288	...	...	288	144	144	...	1	16	2	66·67
...	...	21	...	68	2	...	404	95	499	451	48	...	24	663	...	35·14
72	20	597	260	1,833	1,018	288	45,993	3,242	49,523	28,443	20,192	888	83	1,318	639	81·18
72	20	618	260	1,901	1,020	288	46,397	3,337	50,022	28,894	20,240	888	107	1,981	639	77·62
58	15	648	277	2,372	1,236	...	46,374	2,395	48,769	24,599	24,170	...	128	2,117	884	74·50
14	5	...	...	...	...	288	23	942	1,253	4,295	...	888	...	...	...	3·12
...	...	30	17	471	216	..	...	...	...	...	3,930	...	21	126	145	...

Statistical Summary of Mahomedan Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arakan.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	8	1	...	9	332	45	377	6	256	37
		Total ...	8	1	...	9	332	45	377	6	256	37
Pegu	Rangoon Town	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	1	...	...	1	88	26	114	1	88	26
		Total ...	1	...	...	1	88	26	114	1	88	26
Tenasserim.	Moulmein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	7	1	6	2	125	45	170	2	125	45
		Total ...	7	1	6	2	125	45	170	2	125	45
	For 1894-95	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	16	2	6	12	545	116	661	9	469	108
		Total ...	16	2	6	12	545	116	661	9	469	108
	For 1893-94 ...	.....	8	13	5	16	644	167	811	6	290	60
	For 1894-95	Increase ...	8	...	1	...	...	...	...	3	179	48
		Decrease ...	...	11	...	4	99	51	150	...	...	...

Statistical Summary of Tamil Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Rangoon	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	1	18	...	19	427	129	556	18	418	129
		Total ...	1	18	...	19	427	129	556	18	418	129
	Pegu	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	...	12	...	12	162	9	171	10	138	8
		Total ...	...	12	...	12	162	9	171	10	138	8
	Hanthawaddy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	...	5	...	5	65	5	70	2	27	5
		Total ...	...	5	...	5	65	5	70	2	27	5
Tenasserim.	Moulmein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	...	11	...	11	208	22	230	9	170	22
		Total ...	...	11	...	11	208	22	230	9	170	22
	For 1894-95	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay	1	46	...	47	862	165	1,027	39	753	164
		Total ...	1	46	...	47	862	165	1,027	39	753	164
	For 1893-94 ...	.....	1	...	...	1	...	19	19	1	...	19
	For 1894-95	Increase ...	...	46	...	46	862	146	1,008	38	753	145
		Decrease ...	...	...	...	...	...	...	...	...	...	...

for the official year ending the 31st March 1895.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle school examination (Standards V, VI, & VII).		*Upper Primary examination (Standards III & IV).*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...
...	...	4	...	52	1	...	917	...	917	153	764	...	3	76	8	66·67
...	...	4	...	52	1	...	917	...	917	153	764	...	3	76	8	66·67
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	8	...	43	10	...	...	349	349	349	...	...	...	...	...	100·00
...	...	8	...	43	10	...	...	349	349	349	...	..	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	19	3	...	...	...	.	...	...	...	...	...	...	100·00
...	...	...	...	19	3	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	12	...	114	14	...	917	349	1,266	502	764	...	3	76	8	75·00
...	...	12	...	114	14	...	917	349	1,266	502	764	...	3	76	8	75·00
...	...	4	...	85	12	...	768	195	963	219	744	...	10	354	107	37·50
...	...	8	...	29	2	...	149	154	303	283	20	...	...	...	...	37·50
...	...	...	...	...	...	...	...	...	...	...	...	...	7	278	99	...

for the official year ending the 31st March 1895.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	10	243	42	...	...	180	180	...	180	...	1	9	...	94·74
...	...	...	10	243	42	...	...	180	180	...	180	...	1	9	...	94·74
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	101	3	...	...	...	...	...	...	...	2	24	1	83·33
...	...	...	...	101	3	...	...	...	...	...	...	...	2	24	1	83·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	12	3	...	...	...	...	...	...	...	3	38	...	40·00
...	...	...	...	12	3	...	...	...	...	...	...	...	3	38	...	40·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	100	11	...	...	...	...	...	...	...	2	38	...	81·82
...	...	...	...	100	11	...	...	...	...	...	...	...	2	38	...	81·82
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	10	456	59	...	...	180	180	...	180	...	8	109	1	82·98
...	...	...	10	456	59	...	...	180	180	...	180	...	8	109	1	82·98
...	...	...	...	...	11	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	10	456	48	...	...	180	180	...	180	...	8	109	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17·02

Statistical Summary of Indigenous Burmese Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.							Number of schools.	ATTENDANCE.	
			NUMBER OF INSTITUTIONS.				ATTENDANCE.					
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.		Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Northern.	Mandalay Town	Monastic	141	26	12	155	2,798	14	2,812	17	456	14
		Lay	88	25	9	104	2,248	1,847	4,095	60	1,604	1,337
		Total	229	51	21	259	5,046	1,861	6,907	77	2,150	1,351
	Mandalay District	Monastic	34	1	5	30	585	...	585	6	178	...
		Lay	19	3	5	17	263	297	560	16	259	286
		Total	53	4	10	47	848	297	1,145	22	437	286
	Bhamo	Monastic	11	11	7	15	310	...	310	7	178	...
		Lay	12	3	8	7	103	87	190	4	67	68
		Total	23	14	15	22	413	87	500	11	245	68
	Katha	Monastic	4	16	...	20	380	...	380	5	114	...
		Lay	5	...	2	3	65	69	134	1	35	27
		Total	9	16	2	23	445	69	514	6	149	27
	Ruby Mines	Monastic	...	2	...	2	38	...	38	...	...	...
		Lay	8	...	7	1	13	7	20	1	13	7
		Total	8	2	7	3	51	7	58	1	13	7
	Shwebo	Monastic	68	23	33	58	957	...	957	8	150	...
		Lay	12	9	3	18	234	212	446	18	234	212
		Total	80	32	36	76	1,191	212	1,403	26	393	212
Central.	Ye-u	Monastic	30	8	2	36	576	...	576	7	130	...
		Lay	...	1	...	1	8	29	37	1	8	29
		Total	30	9	2	37	584	29	613	8	138	29
	Sagaing	Monastic	25	34	3	56	1,000	14	1,014	16	376	...
		Lay	22	4	5	21	244	256	500	16	108	241
		Total	47	38	8	77	1,244	270	1,514	32	564	241
	Lower Chindwin	Monastic	132	2	20	114	1,889	...	1,889	10	108	...
		Lay	40	3	10	33	326	472	798	20	409	400
		Total	172	5	30	147	2,215	472	2,687	36	467	400
	Upper Chindwin	Monastic	89	...	...	89	1,482	...	1,482	1	14	...
		Lay	5	...	...	5	59	40	99	3	45	27
		Total	94	...	...	94	1,541	40	1,581	4	59	27
Eastern.	Kyauksè	Monastic	20	...	2	18	261	...	261	10	171	...
		Lay	13	1	3	11	149	183	332	11	149	183
		Total	33	1	5	29	410	183	593	21	320	183
	Meiktila	Monastic	101	13	40	74	1,690	...	1,690	14	461	...
		Lay	18	5	6	17	69	312	381	5	59	132
		Total	119	18	46	91	1,759	312	2,071	19	520	132
	Myingyan	Monastic	179	143	33	289	6,017	..	6,017	42	1,022	...
		Lay	44	10	11	43	369	515	884	26	264	338
		Total	223	153	44	332	6,386	515	6,901	68	1,286	338
	Yamèthin	Monastic	402	41	11	432	11,390	...	11,390	44	1,604	...
		Lay	29	4	3	30	487	406	893	15	315	305
		Total	431	45	14	462	11,877	406	12,283	59	1,919	305
Southern.	Thayetmyo	Monastic	101	6	33	74	1,731	...	1,731	13	393	...
		Lay	26	3	5	24	514	291	805	16	409	228
		Total	127	9	38	98	2,245	291	2,536	29	802	228
	Minbu	Monastic	192	37	120	109	2,081	6	2,087	40	808	6
		Lay	15	7	5	17	172	259	431	9	135	172
		Total	207	44	125	126	2,253	265	2,518	49	943	178
	Magwe	Monastic	105	37	51	91	2,221	...	2,221	40	1,011	...
		Lay	16	5	5	16	239	180	419	12	192	148
		Total	121	42	56	107	2,460	180	2,640	52	1,203	148
	Pakôkku	Monastic	155	25	2	178	3,101	...	3,101	33	631	...
		Lay	13	4	4	13	188	169	357	9	151	137
		Total	168	29	6	191	3,289	169	3,458	42	782	137
	For 1894-95	Monastic	1,789	425	374	1,840	38,507	34	38,541	313	7,904	20
		Lay	385	87	91	381	5,750	5,631	11,381	249	4,486	4,277
		Total	2,174	512	465	2,221	44,257	5,665	49,922	562	12,390	4,297
	For 1893-94 ...	.....	2,186	612	624	2,174	40,320	5,510	45,830	495	10,638	4,010
		Increase ...	12	...	...	47	3,937	155	4,092	67	1,752	287
		Decrease ..		100	159	...	...	...	...	...	...	...

N.B.—Mandalay Town includes five Vernacular aided
Mandalay district includes one Vernacular aided
Bhamo district includes one Kachin aided
Shwebo district includes one Vernacular aided
Thayetmyo district includes one Vernacular aided
Pakkôku district includes one Vernacular aided
Yamèthin district includes eight unaided

for the year ending the 31st March 1895.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School examination (Standards V, VI, and VII).		*Upper Primary examination (Standards III and IV).*		*Lower Primary examination (Standards I and II).*		Provincial funds.	Local Cess funds.	Municipal funds.	Total.	*Detail of amount in column 23.*			Number of schools.			Percentage of aided schools to total aided and unaided schools.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					Results-grants.	Salary-grants.	Miscellaneous.		Boys.	Girls.	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
9	...	55	...	202	6	2,203	...	...	2,203	1,003	1,200	...	138	2,342	...	10·97
7	2	111	71	695	606	5,171	...	...	5,171	4,571	600	...	44	554	510	57·69
16	2	166	71	897	612	7,374	...	...	7,374	5,574	1,800	...	182	2,896	510	29·73
...	...	7	...	57	...	206	...	...	206	206	...	...	24	407	...	20·00
...	...	21	19	100	89	1,857	...	...	1,857	737	1,120	...	1	4	11	94·12
...	...	28	19	157	89	2,063	...	...	2,063	943	1,120	...	25	411	11	46·81
...	...	8	...	39	...	961	...	...	961	37	924	...	8	132	...	46·67
3	4	8	2	25	16	194	...	...	194	194	...	...	3	36	19	57·14
3	4	16	2	64	16	1,155	...	...	1,155	231	924	...	11	168	19	50·00
...	...	...	...	20	...	824	...	...	824	107	717	...	15	266	...	25·00
...	...	3	4	23	12	411	...	..	411	52	359	...	2	30	42	33·33
...	...	3	4	43	12	1,235	...	...	1,235	159	1,076	...	17	296	42	26·09
...	...	...	...	...	...	...	...	...	...	...	...	...	2	38	...	...
...	...	...	...	3	1	14	...	...	14	14	...	...	...	...	...	100·00
...	...	...	...	3	1	14	...	...	14	14	...	...	2	38	...	33·33
...	...	15	...	64	...	363	...	...	363	363	...	...	50	798	...	13·79
...	...	4	14	87	78	1,631	...	...	1,631	472	1,159	...	...	...	...	100·00
...	...	19	14	151	78	1,994	...	...	1,994	835	1,159	...	50	798	...	34·21
...	...	9	...	44	...	1,003	...	...	1,003	163	840	...	29	446	...	19·45
...	...	...	...	10	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	9	...	54	...	1,003	...	...	1,003	163	840	...	29	446	...	21·62
24	...	52	...	136	...	1,736	...	...	1,736	1,007	729	...	40	624	14	28·57
3	...	13	6	75	89	2,106	...	...	2,106	656	1,450	...	5	56	15	76·19
27	...	65	6	211	89	3,842	...	...	3,842	1,663	2,179	...	45	680	29	41·56
...	...	10	...	55	...	750	...	...	750	300	450	...	104	1,691	...	8·77
...	...	25	9	88	128	2,183	...	...	2,183	920	1,263	...	7	57	72	78·79
...	...	35	9	143	128	2,933	...	...	2,933	1,220	1,713	...	111	1,748	72	24·49
...	...	...	..	4	...	150	...	...	150	...	150	...	88	1,468	...	1·12
...	...	...	...	21	8	910	...	...	910	...	910	...	2	14	13	60·00
...	...	...	...	25	8	1,060	...	...	1,060	...	1,060	...	90	1,482	13	4·26
...	...	19	...	71	...	480	...	...	480	480	...	...	8	90	...	55·56
2	...	28	7	72	53	1,608	...	...	1,608	562	1,046	...	...	...	...	100·00
2	...	47	7	143	53	2,088	...	...	2,088	1,042	1,046	...	8	90	...	72·41
1	...	42	...	124	...	1,537	...	...	1,537	1,537	...	...	60	1,229	...	18·92
...	...	9	6	23	60	1,559	...	...	1,559	663	896	...	12	10	180	29·41
1	...	51	6	147	60	3,096	...	...	3,096	2,200	896	...	72	1,239	180	20·88
...	...	1	...	290	...	2,134	..	...	2,134	1,487	647	...	247	4,995	...	14·53
...	...	12	3	129	99	2,276	...	...	2,276	1,629	647	...	17	105	177	60·47
...	...	13	3	419	99	4,410	...	...	4,410	3.116	1,294	...	264	5,100	177	20·48
...	...	25	...	295	...	761	...	...	761	761	...	...	388	9,786	...	10·19
...	...	20	11	112	121	2,854	...	...	3,854	1,144	1,710	...	15	172	101	50·00
...	...	45	11	407	121	3,615	...	...	3,615	1,905	1,710	...	403	9,954	101	12·77
7	...	26	...	102	...	...	359	864	1,223	686	537	...	61	1,338	...	17·57
3	...	33	15	119	60	...	2,771	1,383	3,154	978	2,022	154	8	105	63	66·67
10	...	59	15	221	60	...	2,140	2,247	4,377	1,664	2,559	154	69	1,443	63	20·59
...	...	4	...	161	...	577	...	...	577	577	...	...	69	1,273	...	36·69
...	...	8	...	42	43	389	...	...	389	389	...	...	8	37	87	52·94
...	...	12	...	203	43	966	...	...	966	966	...	...	77	1,310	87	38·8
...	...	2	...	193	...	505	...	...	505	505	...	...	51	1,210	...	43·96
...	...	7	2	67	31	770	...	...	770	770	...	...	4	47	32	75·00
...	...	9	2	260	31	1,275	...	...	1,275	1,275	...	...	55	1,257	32	48·60
...	...	8	...	156	...	853	...	...	853	478	375	...	145	2,470	...	18·54
...	...	2	3	48	26	1,044	...	...	1,044	429	615	...	4	37	32	69·23
...	...	10	3	204	26	1,897	...	...	1,897	907	990	...	149	2,507	32	21·99
41	...	283	...	2,013	6	15,043	359	864	16,266	9,697	6,569	...	1,527	30.603	14	17·01
18	6	304	172	1,739	1,520	24,977	1,771	1,383	28,131	14,180	13.797	154	132	1,264	1,354	65·35
59	6	587	172	3,752	1,526	40,020	2,130	2,247	44,397	23,877	20,366	154	1,659	31,867	1.368	25·30
40	1	461	148	2,978	1,287	31,213	2,747	1,986	35,946	15,378	20,536	32	1,679	29,682	1,500	22·77
19	5	126	24	774	239	8,807	...	261	8,451	8,499	...	122	...	2,185	...	2·53
...	...	...	...	...	...	...	617	...	...	...	170	...	20	...	140	...

Mission schools with 161 pupils and 4 Mahomedan schools with 216 pupils.
Mission school with 17 pupils.
Mission school with 61 pupils.
Mission school with 26 pupils.
Mission school with 29 pupils.
Mission school with 34 pupils.
Mahomedan schools with 165 pupils.

B.—INDIGENOUS SCHOOLS.

55. The following are the leading statistics for the two years :—

Description.	1893-94.		1894-95.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	4,172	109,633	3,847	103,981
Karen	502	16,391	478	14,850
Mahomedans	27	1,137	24	1,042
Tamil	...		47	1,027
Total ...	4,701	127,161	4,396	120,900

56. Full passes were as follow :—

Description.	1893-94.		1894-95.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.
Burmese	2,184	15,519	2,571	18,214
Karen	925	3,608	878	2,921
Mahomedan	15	158	24	207
Tamil	...	...	10	515
Total ...	3,124	19,285	3,483	21,857

57. The form of aid given to indigenous schools remains much the same as before :—

(*a*) *Results-grants* earned in Upper and Lower Burma show a decided increase. The bulk of the money continues to go to the lay schools; but in many directions the monasteries are beginning to increase their earnings.

(*b*) The *salary-grant* system continues to work well, though the half grant system is still not in favour.

Temporary salaries are frequently applied for, and are useful in promoting the establishment of new schools; though it not unfrequently happens that at the end of period for which aid is given, the manager hands his school over to some other person and asks for employment as a paid Certificated Assistant Teacher, or quits the roll of teacher for that of an advocate or some other more attractive pursuit.

Still, Certificated Managers continue to increase, and will continue to do so as the profession of teaching becomes more lucrative.

Certificated Assistant Teachers have done good service, but are employed less largely than before, funds for their employment in certain localities being insufficient. Certificated Assistant Teachers are expensive and only go where education is fairly thriving.

The *new Teachers' Certificate system* is working well.

A large number of candidates appeared for examination under the primary and secondary Vernacular and Anglo-Vernacular grades, of whom 130 passed the former and 159 the latter test, the Vernacular passes being 89 and 116 respectively.

The *Karen Teachers' Certificate system.*—Candidates for teachers' certificate numbered 179, namely, 139 primary and 40 secondary.

The former test was passed by 36, the latter by 20 students, who thus qualify for 2nd and 1st grade Karen teachers' certificates.

Pupil Teachers' Certificate system.—The rules for the award of Pupil Teachers' certificates have been revised.

It is expected that where funds are available pupil teachers will be found to do most useful work at a comparatively small cost. The number of candidates qualifying for this certificate is 89. This system, combined with that for itinerant teachers, is what is now wanted for Lower Burma to spread primary education, and to bring more schools from the interior of the several districts on the public list.

58. The following are the general statistics of Burmese Indigenous Schools:—

	1893-94.	1894-95.	Increase.	Decrease.
Schools	4,172	3,847	...	325
Pupils	109,633	103,981	...	5,652
Full passes { I and II	15,519	18,214	2,695	...
Full passes { III and IV	2,184	2,571	387	...
Grants paid	77,930	87,713	9,783	...
Grants earned	96,605	122,684	26,079	...
Certificated Managers	75	93	18	...
Certificated assistant teachers	173	145	...	28

In full passes and earning of grants the figures show very satisfactory progress. *In all divisions primary vernacular instruction continues to improve.*

The falling off shown in schools and pupils, though heavy, need not be considered serious, as it arises from the removal from the list of recognized schools of those which after two or three years' trial have proved unable to pass any pupils at all under the prescribed standards.

It cannot be contended that an institution which cannot pass pupils by so easy a test as Standard I is worthy to be termed a "school." They should be retained on the unrecognized or private list until such time as they are able to come up to the required test. As I have pointed out elsewhere, the employment of itinerant teachers would do much to spread and improve primary education.

The figures, as they stand in this report, show the real state of primary vernacular education in the province.

59. In the following paragraphs full information is given as to the condition of education, each division being taken separately.

LOWER BURMA.

Arakan Division.

This is still the most backward division in Burma. There has been satisfactory progress during the past year. The number of schools, pupils, and passes has increased 18·7 per cent., 9·8 per cent., and 12 per cent. respectively. This progress, however, is confined to the Akyab and Sandoway districts. In the Kyaukpyu district the number of schools, pupils, and passes is only slightly better than last year.

There is little prospect of Kyaukpyu district improving rapidly, unless more funds are provided in future for educational purposes.

AKYAB DISTRICT.

Education is progressing steadily in this district. The number of schools has increased 17·5 per cent. and the number of pupils 3·1 per cent. The number of passes has, however, diminished 2·7 per cent. It is satisfactory to find an increase in the number of passes in the middle standards. There are five certificated managers and 16 certificated teachers against five and 19 last year.

With the exception of Akyab Town and the Pauktaw township, the number of pupils attending public schools has increased throughout the district.

With regard to female education the number of schools where girls attend has increased 15 per cent., the number of girls attending school 2 per cent., and the number of passes gained 24 per cent. There are no schools for girls only. The above results are satisfactory. A few of the monastic admit girls.

With regard to private schools, the number of schools has decreased 8 per cent., but the number of pupils has decreased 4 per cent.

ARAKAN HILL TRACTS.

There are two private schools, both monastic, in this locality, containing each about 17 pupils.

KYAUKPYU DISTRICT.

This is the most backward district in the western circle. There has, however, been a slight improvement during the past year.

The number of recognized schools has increased from 4 to 13, the number of pupils attending recognized schools from 60 to 297, and the number of passes from 13 to 48.

In the Myebôn and An townships there is not a single recognized school.

One or two lay schools levy a small fee.

Cheduba township shows the best results, obtaining 27 passes out of the 48 gained by the whole district.

There are four recognized schools where girls attend against five last year. The number of girls attending these schools has, however, decreased.

There are no recognized Mahomedan schools, but two unrecognized ones with an attendance of 19 pupils.

The number of unrecognized schools and of pupils attending these schools has increased.

The decrease is owing to a severe outbreak of cholera, which had also a bad effect on the attendance at the recognized schools.

There are no schools deserving of special mention. The Subdivisional Officer of Ramree has done much to promote education.

SANDOWAY DISTRICT.

Education, though in a backward condition in this district, is improving.

The number of pupils attending public schools has increased 4·5 per cent. and the number of passes has increased 53 per cent. The number of schools recognized by Government has decreased 8 per cent.

There are now three certificated managers, an increase of two on last year.

The number of pupils attending unrecognized schools has increased 34 per cent.; this is satisfactory.

There are no purely girls' schools and no Mahomedan schools. This district is very poor.

Among the best lay schools may be included Maung Ma Na's, Sandoway town; Maung Pa Taw's, Gwachaung; the American Baptist Mission Chin School, Sandoway; Maung Mya The's, Tayawdaw.

The following monastic schools have done good work :—

U Kyana's, Singaung. | U Nanda Mala's, Gwachaung.
U Ticka's, Satthwa. | U Taza's, Zarkyun.
U Laba's, Tetgôn.

Two certificated Assistant Teachers were appointed in monastic schools at the close of the year—one at Singaung and one at Zarkyun.

Subdivisional Officer Maung San Do Aung has given much help.

Pegu Division.

The large decrease shown in the number of public schools is due to the transfer to the private school list of a large number of inefficient schools in the Prome district: the number of pupils shows a corresponding decrease due entirely to this transfer. That this has not prejudically affected the state of education is shown by the fact that the passes by the primary standard have in-

creased by over a thousand and the grants by nearly Rs. 10,000. Pegu, Hanthawaddy, and Prome districts have done exceptionally well. Tharrawaddy shows smaller increase.

The increase in the number of certificated managers and the reduction in the number of certificated assistant teachers employed points to the conclusion that schools are tending to become more dependent on results grants and less on temporary grants in the shape of teachers' salaries.

RANGOON TOWN DISTRICT.

During the year five itinerant teachers have been at work among the lay schools and are doing good work. Three of them have qualified themselves for the Secondary Grade Teachers' certificate.

In the schools of the town progress is shown under all standards, though in indigenous schools Standard IV is reached by very few pupils, the majority joining Anglo-Vernacular Schools after passing Standard II.

Monastic schools continue to do little or nothing.

The figures for the year again include those for the Kemmendine Girls' School and Old Convent, both institutions giving vernacular instruction only, though under European management.

Lay schools under native certificated managers have increased by three, a very satisfactory feature in the year's figures.

HANTHAWADDY DISTRICT.

This district has progressed this year. In Kungyangôn township there are signs that the people are taking a greater interest in education. In the Hmawbi and Hlaing townships lay schools are few and poorly attended; the work consequently falls on the monastic schools and they have responded very creditably to the demand.

It is to be hoped that their interest in secular education will continue.

The following school managers deserve mention,—Maung Shwe Wa, Tuntè; Maung Ko, Tawkugale; Maung Tha Dun Aung, Leingôn; U Pandi, U Thagaya, Hmawbi; and U Ainda Wuntha, Kungyangôn.

PEGU DISTRICT.

The results this year are most satisfactory, for with a reduction of 611 pupils in attendance there is an increase in the number of passes by every standard except Standard V. In Standard I the increase is 248, in Standard II 140, in Standard III 33, and in Standard IV 15. It is satisfactory to note an increase in the number of girls' passes. Thabyegan, Payagale, Kawa, and Kyauktan townships have contributed in different proportions to the increase; Hlegu township and Pegu town gave the least satisfactory results.

Certificated managers have increased. The decrease in the number of pupils in attendance on public schools is composed of boys, there being an increase in the number of girls. Owing to the late sowing of paddy, many boys were absent assisting their parents. Three schools were struck off the list.

THARRAWADDY DISTRICT.

The number of passes is satisfactory except in Standards I and II. In Standard I the failure is due to the removal of several monastic schools to the private school list: in Standard II to Maung Sein, Ôkpo, passing fewer pupils than last year. With the exception of Mônyo all the townships have done well.

Tapun township, which has hitherto been in a backward state, shows distinct improvement; Zigôn town shows very poor results in vernacular education, which has little footing there.

PROME DISTRICT.

The large decrease in the number of public schools and pupils is due to the transfer of schools which, although fulfilling the condition for registration required, have not been able to pass any pupils. The transfer of these schools has not affected the passes, which have risen by 291, chiefly in Standards I, II, V, and VI.

Prome, Shwedaung, and Paungdè towns have made satisfactory progress. Shwele township has retrograded and is in the same state as it was five years ago. The people do not value education. Thègôn, Mahathaman, Shwedaung, Paungdè, and Padaung townships have made satisfactory progress.

The monastic schools show an increased interest in secular education.

The following managers deserve mention,—Maung Hmat and Maung Ba, Prome town; Maung So, Shwedaung; Maung Tha Cho, Paungdè; Maung Myat Tha U, Padigôn; U Thiri Wale, U Ariendama, Kyungôn; U Pyinnya, Yawuntha; Nga Paw.

Irrawaddy Division.

The number of pupils and schools in this division has decreased 34 per cent. and 39 per cent., due mainly to the Thayetmyo district having been transferred to Upper Burma. These diminutions are confined to the Henzada and Bassein districts only. The number of passes excluding Thayetmyo district has increased 12 per cent., which is satisfactory. With regard to female education there has been an increase in the number of schools where girls attend, girls attending schools, and the number of passes gained by girls. These increases are distributed throughout the division.

Thôngwa District.

Education is progressing rapidly in this district. There has been an increase of 52 per cent. in the number of passes in the primary and middle standards. Monastic schools contribute largely to the number of passes obtained.

The number of schools recognized by Government has, however, decreased 23 per cent. and the number of pupils attending recognized schools has decreased 15 per cent. It is satisfactory to find that 24 monastic and 14 lay schools have been added to the list of recognized schools. The decrease in the number of pupils is due to the poverty of the parents and to parents requiring the assistance of the boys in agriculture. The number of schools where girls attend remains constant; but the number of female pupils attending recognized schools has increased 9·7 per cent. and the number of passes obtained by girls has increased 4 per cent. The number of pupils attending unrecognized schools has more than doubled itself. These schools are almost all monastic.

Among the best schools recognized by Government are—

Maung Po Seik's, Yandoon. | Maung Gyi's, Danubyu.
Maung Pe's, Kyaiklat. | Maung Po Nu, Bogle.
Maung Meik, Dedayè.

Of the certificated assistant teachers Maung Po O deserves special mention, and the following have also done good work:—

Maung Po Lwin. | Maung Pe Bu.
Maung Tha Zan.

Maung Bwa and Maung Tha Gyaw, Myoôks, have given much help.

Bassein District.

There has been a decrease of 28 per cent. in the number of pupils attending schools recognized by Government, a decrease of 70 per cent. in the number of public schools, and a decrease of 7 per cent. in the number of passes.

The number of passes in the middle standards has increased 109 per cent. The number of schools where girls attend and the number of passes gained by girls remain constant; but the number of girls attending public schools has increased 6 per cent.

There has also been a decrease in the number of pupils attending unrecognized schools.

The decrease in number of pupils attending schools recognized by Government is due almost entirely to the poverty of the parents. Parents have required the assistance of the boys in agriculture.

The slight decrease in the number of passes is due to the fact that until this year Deputy Inspectors have made the vernacular standards much easier than

the Anglo-Vernacular in certain subjects. This year there has been a slight raising of the standard and in consequence the number of passes decreased.

There has been an improvement in the efficiency of the schools recognized by Government.

The Deputy Inspector is mainly responsible for the decrease in the number of schools recognized by Government. Many schools had been placed by him on the public list which were not entitled to be recognized.

Maung Dwe, Subdivisional Officer, has shown much interest in education.

Among the best schools in this district may be included—

U Pyinnya's Monastic School, Ngathainggyaung.
Maung Hmu's lay school, Bassein town.
Maung Pyu's lay school, Kyaukpyu.
U Zameinda's Monastic school, Kangyidaung.
Maung Po Kin's lay school, Thabaung.

The following certificated assistant teachers have done satisfactory work,—Maung Po Sin, Maung Shwe Oh, and Maung Tun Hla.

HENZADA DISTRICT.

The number of schools has decreased 18 per cent. and the number of pupils attending public schools 18·7 per cent.

The number of passes has increased 9 per cent. With the exception of Henzada town and Lemyethna township the number of pupils has decreased throughout the district, the greatest diminution being in Zalun township.

The decrease in the number of schools is owing to several, chiefly monastic, having been struck off the list. The decrease in the number of pupils is due to the prevalence chiefly of cholera.

With regard to female education the number of female pupils attending schools has increased 31 per cent. and the number of passes gained 43 per cent., which is satisfactory.

There are four private Mahomedan schools with an attendance of about 16 pupils in each. None are registered. The number of certificated managers is the same as last year, and the number of certificated assistant teachers has decreased by two. I regret to say there are no pupil-teachers in this district.

MYAUNGMYA DISTRICT.

There has been satisfactory progress in education during the past year.

The number of recognized schools has increased 6 per cent., the number of pupils attending these schools 2 per cent., and the number of passes 28 per cent.

The number of unrecognised schools has increased 12 per cent. and the number of pupils attending these schools 38 per cent.

With regard to female education, the number of recognised schools where girls attend has increased 22 per cent., the number of girls attending these schools 15 per cent., and the passes obtained by girls 22 per cent.

There is one Mahomedan school, unrecognized by Government, with an average attendance of 10 pupils.

There are four certificated managers against two last year.

Education is entirely confined to the Lower and Upper Primary standards. Maung Po Twe, certificated teacher, has worked well during the past year.

The following schools deserve special mention :—

U Ottama's School, Pantanaw. | A. B. M. School, Wakema.
Maung Thaw Ma's school, Tawkanut village.

Maung Po Bye, Subdivisional Officer, has taken much interest in education.

Fees are paid regularly in the larger towns only. In the villages very few pupils pay fees.

Tenasserim Division.

In this division the figures show little change, though on the whole progress is indicated.

Amherst, Shwegyin, and Tavoy districts have increased their result-grant earnings considerably, especially the first named, which, should the Talaing schools (recently placed under a Talaing Sub-Inspector) be found capable of improvement, will do even better next year.

In the Mergui and Toungoo districts some progress has been made.

MOULMEIN TOWN DISTRICT.

Education in Moulmein town continues on a satisfactory footing. The decreases under various heads, arising chiefly from the transfer to the Anglo-Vernacular list of the leading Vernacular school in Daingwunkwin and the virtual closing of Maung Shwe Thaw's school at Mopun. On the teaching of English being given up, many of his pupils have joined Anglo-Vernacular schools.

The lay schools of the town generally show improvement. Certificated managers have increased by one and are doing good work.

Certificated assistant teachers are five as before.

The certificated assistant mistress is working well.

The four certificated assistant teachers are doing good service in well-attended monastic schools.

The Deputy Inspector of Schools specially mentions the schools of U Paduma, U Pinyathiri, U Pinyadipa, and Ma Yin as the most successful. He mentions, in addition, U Nyanawuntha, U Nanda Mala, U Naga, Maung Shwe Zin, and certificated assistants Maung Shwe Mya and Maung Tun Win as zealous in the cause of secular education.

AMHERST DISTRICT.

The district has been well looked after by Maung Tun Zan U and improvement has taken place in almost all directions except in the Pagat and Yelamaing townships, where there is little change to report.

Bilugyun, Thatôn, and Gyaing-Salween townships again show the most progress, the latter earning by far the largest grants.

In Thatôn town there has been a small falling off, owing to the want of a certificated assistant teacher in the school of Maung Po Maung.

In Kawkareit town the Deputy Inspector of Schools has succeeded in getting two lay schools established, which receive some support from the people, and will, it is hoped, come on the aided list next year.

The localities inhabited more especially by Talaings show little change, but it may be hoped that the recently appointed Talaing Sub-Inspector of Schools will succeed in rousing them to greater activity.

In the district generally the best schools are those of—

Maung Po Mya (C. M.), Kado.	U Pyinyadamma, Kawhnat.
Maung Po Maung (C. M.), Thatôn.	U Egga, Thalat.
Maung Po Maung, Kyeikkaw.	Miss Haswell, Amherst.

Subdivisional Officer Maung Hmo, of Amherst, and the Myoôks Maung Shwe Gyok, Maung So, and Maung Pè, of Zaya, Wagaru, and Martaban, have done much to encourage education.

MERGUI DISTRICT.

Mergui town and district have during the year continued under the immediate charge of Sub-Inspector of Schools Maung Kyaw Yan, who has proved an active and intelligent officer. The schools have certainly benefited by his care.

In Mergui town progress has been made. Maung Shwe Yin (who now has a teacher's certificate) still takes the lead, and his school will probably increase in size now that certificated manager Maung Po Thain has closed his school from the end of the year under report.

Lay schools continue to spring up, and the managers of two of them have recently sat for the VII Standard and Teacher's examinations.

Outside municipal limits in Mergui township slight progress has been made and this chiefly in Kyaukpya village, owing to the efforts of the Myoôk Maung Pan Maung.

In Tenasserim township the attempt rigorously made by the Myoôk to keep up a lay school at Tenasserim has again proved a failure.

Palaw township shows slight progress and some prospect of improvement.

In Palaw the pôngyi does what he can towards secular instruction, but his supporters refuse to allow him any lay assistance.

Lenya and Maliwun townships have been visited, but with their Malay and Siamese populations offer a poor field for work.

TAVOY DISTRICT.

In this district some improvement is noticeable in Primary work, the number of full passes having increased in Standards I, II and III. For the falling off in Standards V and VI the American Baptist Mission School, Tavoy, is accountable, it having been inadequately supervised.

The condition of other schools in Tavoy town is much as before.

In the district progress has been made in the Western and South-eastern townships, where there is a manifest disposition to favour the lay schools provided the managers are not strict as regards fees. Not that the people are very poor (they support their monasteries fairly well), but rather that they are unaccustomed to the system.

The Deputy Inspector of Schools Maung Tun On has spared no effort to promote education and has done good work. Local officials in the Western and South-eastern townships have, as a rule, aided him with their influence.

TOUNGOO DISTRICT.

Sub-Inspector of Schools Maung Po Gywe has during the entire year had the Burmese schools under his care. On the whole progress is shown against a small falling off in attendance; schools and full passes have increased.

The schools of U Nyanainda at Kabaung and certificated manager Maung Thin at Kanyutkwin have improved.

Within municipal limits the schools of U Kelasaya and Saya Gywet have continued to do useful work, though the latter has suffered in consequence of the death of its certificated teacher Maung Po Wa after several years good service there.

The Sub-Inspector of Schools mentions Myoôk Maung Tha Zan as having used his influence towards the opening of schools in Thagara and Okwin villages, the latter under a certificated teacher.

SHWEGYIN DISTRICT.

Maung Tu, B.A., continued in charge during the whole year and has done very satisfactory work throughout the district.

Progress has been made in the town of Shwegyin, where vernacular instruction is practically in the hands of certificated teachers. It now remains for them to unite in some way to secure a joint Middle school (Standards V, VI, VII).

In the district generally there is considerable activity, and the small decreases in schools, pupils, and in some standards of full passes are in no way serious. In Kyaikto town some improvement has been shown.

Bilin township remains the most advanced and is expected to further improve.

Pyuntaza township is still an active centre, with several monasteries doing good work.

In Kyaukgyi township some progress has been made owing to the influence of Maung Mo, the Myoôk.

UPPER BURMA.

Northern Division.

In Mandalay town only has the VI Standard been reached. Passes by the IV Standard have decreased by 19. This is probably due to a somewhat severer test having been applied this year.

Katha shows better results than last year, but progress is and must be slow.

Bhamo for the first time passed candidates by IV Standard.

MANDALAY TOWN DISTRICT.

There is progress under every head. Schools have increased by 30 and pupils by 1,098.

The greatest number of passes was of course in Standards I and II, where there is an increase of 615. The western part still shows the greatest educational activity owing to its containing most of the leading indigenous schools and being the most populous part of the city. The eastern part, which was very backward last year, shows signs of improvement under all heads, there being an increase of one school and 39 pupils. Passes by Standards I and II have also risen by 15. The III Standard has, however, only been reached in this division.

The Cantonment shows an increase of two schools with 37 pupils. The northern part also shows steady progress. The southern part shows an increase of two schools with 220 pupils and of passes by Standards I and II an increase of 325. The V Standard has for the first time been reached.

The Honorary Magistrate U Hla has given great assistance to the Deputy Inspector.

The principal schools are those of—

Pôngyi U Penya.	Maung Aung Gyi.
Pôngyi U Nanda.	Maung E.
Maung Tôk.	Ma Thin Nu.
Maung Shwe Ngon.	Ma Ye Ma.

Maung San Hla Baw.

MANDALAY DISTRICT.

There is a decrease in the number of schools, due to the transfer of four schools to the private school list. All these were monastic schools. The gain of 72 pupils to other schools shows that school-going is becoming more popular. Passes by the I and II Standards have increased by 66, due partly to the fact that more schools have presented pupils owing to the help given them by the introduction of the Itinerant Teacher scheme and partly to the fact that the officiating Deputy Inspector of Schools, probably owing to inexperience, was somewhat lenient in his marking.

Amarapura township still shows improvement both in the number of schools, pupils, and full passes. An increase of 77 passes in the I and II Standards and 25 in the III Standard may be considered satisfactory.

In Lamaing township education is at a very low ebb.

Madaya township shows slight improvement in the number of passes, but the progress of education in this malaria-stricken spot must of necessity be slow.

Singu township is most backward, the total result grant earned for the year being only Rs. 9.

Kutywa Taungbyôn township remains stationary, the school of Maung Pe at Thayetkan being the only one of any account.

In the Pyinulwin township the II Standard has been reached. As this township is inhabited almost entirely by Shans or Shan Danus these results give promise. The Deputy Inspector reports well on the work of all the itinerant teachers.

The following gentlemen gave us great assistance:—

Mr. C. A. E. G. Adams, Subdivisional Officer of Amarapura.
Mr. J. P. Carey, Subdivisional Officer of Singu.
The Myoôks of Ônkun and Kutywa Taungbyôn.
Thugyi Maung Pu of Thayetkan.
Thugyi Maung Tu of Kabaing.
Thugyi Maung Te Naung of Thayettabin.

The following school managers deserve special mention:—

Maung Pan Bu, Amarapura.	Maung Pe, Thayetkan.
Maung Po, Amarapura.	U Teitha, Madaya.
U Letkana, Amarapura.	Maung Oh, Madaya.
U Athaba, Yele.	Maung Lôk, Madaya.

Maung San Hla, Maymyo.

BHAMO DISTRICT.

Schools have decreased by one but pupils have increased by 119. Full passes in the I Standard have increased by 25 and decreased by 11 in the II Standard.

In Bhamo town schools have decreased by two, full passes in Standards I and II by 59, and Standard III passes by six.

This falling off is due to the withdrawal of the certificated assistant teacher from Maung Pok's school and the falling off in Maung Pe U's school owing to his becoming blind. U Thumana's school still continues to improve. He has willingly availed himself of the help of the itinerant teacher.

The highest standard yet reached is the IV, for which examination four pupils were presented from U Thumana's school, and all passed.

Bhamo township shows improvement in the number of pupils attending and an increase in the number of passes of 14 in Standard I the highest standard yet reached. Kaungtôn, Shwegu, Sinkin, and Mogaung townships all show signs of activity, but of these townships Shwegu takes the lead, where 14 passed by Standard I and for the first time the Standard II was reached.

Myitkyina township was explored, but no pupils were examined.

The itinerant teacher is much appreciated, especially in the Bhamo town and township.

The leading institutions are—

U Thumana's school, Bhamo. | Maung Kyan's school, Shwegu.

KATHA DISTRICT.

Schools have increased by 14 and pupils by 334. Passes by Standard I have increased by 48, but have decreased by five in Standard II. This is accounted for by the fact that the schools of U Thumana of Mawteik and U Tuna of Katha failed to present any pupils this year by Standard II as those pupils that had passed Standard I last year did not remain in the school.

The increase of passes by Standard III was due to the good results obtained in Maung Thin's school, Tigyaing.

Maung Khant's lay school at Katha, to which a certificated assistant teacher is attached, continues to do good work. Fees are levied and are willingly paid. The people of Katha appear to be at last waking up to see the benefits of elementary education.

In Tigyaing township there are only two good schools, namely, those of Maung Thin and U Zagara. The former was without a certificated assistant teacher for some months, and in consequence retrograded, but it is picking up again since a certificated assistant teacher has been reappointed to it.

Mawnaing township shows two schools with 45 pupils and five passes by Standard I.

Kawlin township, with four schools and 57 pupils, secures only one pass by Standard I.

Pinlèbu East and West contain only two schools fit for registration, and no pupils were presented for examination.

Banmauk township contains no schools fit for registration.

Mawlu township has two schools with 45 pupils, and for the first time eight passes by the I Standard were secured.

Manlè and Mansi townships contain two schools with 49 pupils.

The schools deserving of notice are those of—

Maung Thin of Tigyaing. | Maung Khant of Katha.

U Thumana of Mawteik.

RUBY MINES DISTRICT.

The decline throughout is owing to the striking off of a number of "bogus" schools that had sought registration merely to enable the managers to avoid the payment of thathameda.

Results-grants were not paid to Maung Thin and Maung Gawleik of Mogôk, as they refused to conform to the rules laid down for the management of public schools.

Two new schools were added to the list during the year and are of some promise.

In Mogôk township no pupils passed by any standard.

In Twinngè township four passes by Standard I were secured.

Tagaung township has no registered schools.

The only school deserving of mention is that of Maung Lat of Twinngè.

This district needs taking in hand as it has been rather left to itself. Arrangements are being made this year for extending work there.

It needs a separate inspecting officer. One man cannot, as I have pointed out, look after the Bhamo, Katha, and Ruby Mines districts.

Shwebo District.

Thirty-six inefficient schools have been taken off the list and 32 were added, occasioning a loss of 4 schools and 48 pupils.

Passes by Standards I and II have increased by 92 and in Standard IV by nine.

In Shwebo town U Pandi's monastic school still continues to hold its place as the best school in the town. Maung Pan's school has fallen off since the withdrawal of the certificated assistant teacher.

Shwebo township shows a good record.

Success was most apparent in Maung Sein U's school, Chiba, and in Maung San Dun's and Maung Tun's schools at Seikkun. The latter village was destroyed by fire towards the close of the year and the schools have in consequence suffered.

Chaukywa township is still very backward, but has this year secured 13 more passes by the I Standard than it did last year. Improvement may be expected when the township has been more fully itinerated.

Sheinmaga township shows little signs of improvement.

In Myedu township there is progress. For the first time 14 pupils passed by the I Standard. The monastic managers in this township absolutely refuse to have anything to do with our officers or our system.

The Malè township contains only two schools, both situated at headquarters. The surrounding country is wild and sterile and contains few villages. An increase of six passes by Standard I, however, shows that some progress has been made.

The principal schools in the district are those of—

U Pandi of Shwebo town.	Maung Shein of Seikkun.
U Nandiya of Shwebo town.	Maung Nyo of Seikkun.

Central Division.

In this division Sagaing district takes the lead. The passes in the V and VI Standards are all from monastic or lay schools situated in this district.

The Upper Chindwin district has been grossly neglected by the late Deputy Inspector of Schools, and consequently it is in a worse condition now than it was two years ago.

I trust the change of Deputy Inspector will bring about much better results.

Sagaing District.

Schools have increased by 30 and pupils by 405.

Passes by I and II Standards have increased by 74. There is a decrease of 20 passes in the III and IV Standards. This is due, in the case of the III Standard, to the fact that managers have made too liberal a use of the rule for double promotion, preferring their pupils to skip the Third Standard Examination so as to be able to appear at the Provincial Fourth Standard Examination.

It is satisfactory to note that this year a considerable number of school managers, both lay and monastic, appeared at the Upper Burma Fourth and Seventh Standard Examinations.

In Sagaing town a slight increase in the number of schools and in the number of pupils attending them is observable. The monastic school of U Ayeindama has been reduced to the Primary grade, as the manager has been unable since the withdrawal of the certificated assistant teacher to carry on Middle school work. Decided progress is shown in Sagaing township. Sadaung township shows slight progress.

In the Myotha township progress has been marked by an increase in the number of schools and in the pupils attending them, while full passes increased by 12 in the II Standard.

Ava township shows no passes this year. Myinmu township is progressing satisfactorily. The monastic school of U Adeissa at Allakappa and the lay school of Maung Paw Kywe at Wunbyi deserve notice. It is pleasing to note that Chaungu township is at last waking up. The villagers of Ywathit, at a cost of Rs. 100, built a new school-house for the teacher Maung Ye, and the people of Chaungu are now intending to provide a similar building at Chaungu. The monks are coming round owing to the movement in favour of our system headed by U Pandeissa of Ywathit. Great progress is shown in the Kyaukyit township, which has so long been behindhand. For the first time 10 pupils passed by the I and II Standards and there has been an increase of seven schools.

To the introduction of the Itinerant Teachers scheme is due the progress shown throughout this district. Not only have new schools been brought on the list, but managers in out-of-the-way places have been stirred to energy by the example of these men working in their midst.

The principal schools in this district are—

U Thila's monastery, Sagaing.	U Adeissa's monastery, Allakappa.
U Ayeindama's monastery, Sagaing.	U Athaba's monastery, Nabet.
Maung Mala's school, Sagaing.	U Pandeissa's monastery, Chaungu.
Maung Po Lu's school, Sagaing.	U Einda's monastery, Kyauktalôn.

Maung Shout To's school, Myotha.

Mr. Long, Extra Assistant Commissioner, and Maung Pe, Extra Assistant Commissioner, together with Myoôks Maung Su, Maung Tha Aung, Maung Pe and Maung Lu Maung, following the example set by the Deputy Commissioner, Captain Browning, have been of great assistance to the cause of education by visiting schools when on tour and encouraging the managers and pupils.

YE-U DISTRICT.

This backward district shows this year slight improvement both in the number of schools, pupils, and passes by the I and II Standards.

In Ye-u town schools have increased by two, pupils by 24, and passes in Standards I and II by 37. The absence of passes in the V and VI Standards is due to the withdrawal of the certificated assistant teacher from U Thumana's monastic school. Progress has been fairly satisfactory. Some slight activity is at last visible in the Ye-u township, as U Naga and U Ôkantha of Myinpauk have at last come forward and registered their schools.

Four pupils passed the I Standard in this township.

Shwegyin and Mayagan townships are exceptionally backward; but the Deputy Inspector of Schools has hopes of two schools which he has discovered.

The school of U Kalayana at Kyi has fallen off.

Tazè township has shown some progress. Pôngyi U Pyinnyathura of Kanbauk has presented pupils for examination for the first time, of whom two passed by the I, two by the II, and two by the III Standards.

Indaing township is most thinly populated, and, in consequence, very backward. No schools were examined for grants.

The principal schools of the district are those of—

U Thumana at Ye-u.	U Naga at Myinpauk.
U Nyana at Ye-u.	U Nayeinda at Tabayin
Maung Tun Baw at Ye-u.	U Gaudama at Indaing.

LOWER CHINDWIN DISTRICT.

Schools have decreased by 25 and pupils by 617.

Passes by Standard I have increased by 6, in Standard II decreased by 42, and in Standard III increased by 7.

In Mônywa town progress has not been so uniform as in the previous year. Schools, pupils, and passes have decreased, and the general standard of education is lower than it should be. The monastic school of U Thuzata has suffered owing to the withdrawal of the certificated assistant teacher.

Maung Po Tu's school has done well. It scored 35 passes, namely, 10 by the I, 13 by the II, and 12 by the III, Standards, and earned a result grant of Rs. 417-12-0. Both the Eastern and Western Pagyi and Ayadaw townships have retrograded; schools are fewer in number and passes less.

In the Kani township there are 4 schools less, with 62 pupils, but 12 pupils have passed by the I Standard.

In the Mônywa township schools have decreased by 7, pupils by 37, and passes by Standards I and II by 25. Slight progress is visible in Budalin township in the number of passes, but schools have decreased from 22 to 5 owing to 17 inefficient monastic schools having been struck off the list.

Schools in the district are those of—

U Thuzata of Mônywa. | Maung Po Tu of Mônywa.
Maung Po Yo of Mônywa.

The falling off in this district and in Upper Chindwin is due to the Deputy Inspector Maung Myat Tun, who did next to nothing.

Upper Chindwin District.

The Upper Chindwin district has been totally neglected by the late Deputy Inspector of Schools, Maung Myat Tun. No report has been received on the work of the year, so that it has been necessary to adopt last year's figures for this report. From the diary of the late Inspector of Schools I gather that there are 94 public schools on the list. Of these 89 are monastic and five lay. The highest standard yet reached is the second.

The best schools in the district are those of—

Maung Kan Thu of Kindat. | U Nyananwuntha of Mingin.
Maung Shwe Pan of Mingin. | U Wunana of Keyaw Zingale.

Southern Division.

A loss of 101 schools with 1,884 pupils, chiefly in the Minbu district, is due to inefficient schools having been transferred to the private list.

Pakôkku again shows progress.

Thayetmyo shows a large decrease in the number of schools, but passes in Standards I to VI have increased.

Pakokku District.

The total number of public schools has increased by 23 and pupils by 473. Passes in Standards I, II, and III have risen by 48, 40 and 5 respectively.

In Pakôkku town the number of schools has remained the same; good progress has been made. Passes by Standard I, II and III have increased by 19, 30 and 10 respectively.

The best school is that of U Meda, Shwebu quarter, which earned a grant of Rs. 261 and secured 45 full passes. Of lay schools that of Maung Kyin at Pabedaik shows good results, securing 27 passes.

In Pakôkku township an increase of two schools with 42 pupils and an increase of nine I Standard and four II Standard passes show progress for the year.

U Keitti's monastic school at Leya is one of the best in the district.

In Yesagyo township 4 schools have been added to the list with 231 pupils. The Standard I only has been reached, but the passes by that standard have increased by nine. Education is slowly spreading in this township.

In the Myaing township education is most backward. Only nine passes were secured by the I Standard and one by the II Standard.

Several struggling schools had to close for lack of pupils. Myaing itself is a large village of 500 houses, but the people are poor and indifferent to education. The pôngyis of the township are bigotted and suspicious.

Seikpyu township is also in a backward state. It contains only 12 public schools; seven boys passed by Standard I and one by Standard II.

U Thumana's monastic school is the best in the township. Pauk township has added four schools to the list with 91 pupils. Passes by Standards I and II have increased by three and five respectively. Pôngyi U Eindathap rendered great

help to the Deputy Inspector by going round with him to kyaungs in the township and explaining the object of Government in introducing secular education.

In the Kunaywa township an increase of six schools with 85 pupils is noticed. The II Standard only has been reached.

There are several promising monastic schools in Gangaw.

In the Talin and Yawdwin townships slight progress is visible. The II Standard only has been reached.

In the Laungshe township no passes were secured this year. The inhabitants are Yawthas and semi-Chins, who are mostly wild and illiterate.

The principal schools of the district are those of—

U Meda of Pakôkku town. | Maung Kyin of Pakôkku town.
Maung Seik Hnyin of Pauk. |

Maung Gyi, Myoôk Township Officer of Yesagyo, rendered great help in his township.

MINBU DISTRICT.

There is considerable increase in the number of passes by Standard II, to which girls have contributed 40 per cent. Sagu township has done well and Legaing has slightly improved its position. Salin shows a decrease chiefly owing to the illness of the managers of the most efficient schools. Kyabin township shows improved work all round owing to a certificated teacher being at work there during the year. Ngape and Sidôktaya are stationary.

The number of public schools has decreased from 207 to 126 owing to inefficient schools being transferred to the private list.

MAGWE DISTRICT.

The passes are slightly less than those of last year, Myothit, Natmauk and Myingun townships show improvement and a larger number of grant-earning schools.

Taungdwingyi town, although the certificated assistant teacher was withdrawn, has done well, having increased its grant-earning schools.

The number of passes among girls has decreased by 52 per cent., being least numerous in Standard I.

There is a large increase in the total passes by Standard II.

THAYETMYO DISTRICT.

There is a decrease in the number of schools and passes owing to many pôngyi schools being transferred to the private list through not conforming to the rules.

There is a very creditable increase in passes due to the results obtained in Thayetmyo town and in Wilatha's monastic school, Allanmyo. The other townships show little or no progress. The people are very unwilling to pay schooling fees and the monastic schools are unable to teach efficiently.

Eastern Division.

The division shows an increase of 108 schools with 4,606 pupils. Passes under the first four standards have increased by 105.

KYAUKSE DISTRICT.

Schools have decreased by 4 and pupils by 179. Passes in Standard I have decreased by six, but in Standards II, III, IV, and V have increased by six, seven, nine, and two respectively. In Kyauksè Municipal Town progress is seen in the number of passes secured.

Maung Tha Aung and Maung E's lay schools have made steady progress throughout the year. In Maung Tha Aung's lay school the V Standard has been reached.

In Singaing township pupils have decreased by 48 and I Standard passes by nine. Standards II and III show an increase of six and one respectively.

The best school in the township is that of Maung Mya of Paleik.

Minzu township shows a decrease of one school with 26 pupils, but an increase of passes in Standards I, II, and III of 14, one, and five respectively.

This township takes the lead as regards education outside of Kyauksè Town.

Myittha township shows two passes less by Standard I, but this is made up by an increase of six passes in Standard II and one in Standard III.

Paukmyaing township is the most backward of all the townships of this district. Only 19 pupils passed in the I Standard and two in the II, while none passed in Standard III.

The principal schools of the district are those of—

U Pandi of Kyauksè.
Maung Tha Aung of Kyauksè.
Maung E of Kyauksè.
Maung Nyo of Kyauksè.
Maung Mya of Paleik.
U Zina of Ngalôngôn.
Maung Hmat of Myittha.

MEIKTILA DISTRICT.

A general weeding out of inefficient schools, chiefly in the Mahlaing township, has resulted in the loss of 28 schools with 527 pupils. The decrease in passes in the first two standards is due to the smaller number of candidates examined.

Passes by Standard III show a decided advance on last year's results, while the IV Standard results are not so good. In Meiktila town Maung Lu Hman's still continues to be the most popular school, and at the close of the year contained 108 pupils. He has been recommended for a building grant for the construction of a new school-house. Owing to fires in the town two school-houses have been burnt during the year.

Thazi township shows no passes this year. The one school that should have presented pupils (that of U Pandi of Nyaungaing) was closed owing to the death of the head pôngyi (U Pandi). This township is most backward.

Wundwin township shows signs of progress; although the number of schools has decreased, the passes by Standards I, II, and III have increased by five, 18, and six respectively.

Maung Thain's lay school at Wundwin is the best in the township.

In Mahlaing township, owing to the facts already mentioned, there has been a great decrease both in the number of schools and in the pupils attending, while passes in Standards I and II have fallen by 39 and 38 respectively.

The VI Standard has, however, been reached, and it is satisfactory to note that this township contains the best monastic school in the district, that of Pandi, at Mahlaing village. Some confusion and alarm was caused in December last owing to the Myoôk having on his own responsibility sent a circular round, asking the school managers, both lay and monastic, how much they were willing to subscribe towards the pay of the itinerant teacher, should they desire him to visit their schools.

The matter was taken up in time and soon rectified, and he has been called upon by the Deputy Commissioner for an explanation as to why he issued such an order.

The best schools in the district are those of—

U Pandi, Mahlaing,
Maung Lu Hman, Meiktila,
U Guna, Mahlaing.
U Thuriya, Yecho.
U Zawta, Thedaw.

Maung Nyo, Subdivisional Officer, Meiktila, has given every assistance.

YAMETHIN DISTRICT.

Good work has been done in this district by Deputy Inspector Maung Bwa and the four itinerant teachers working under him; the figures for the year indicating very satisfactory progress under all heads.

In Yamèthin town a small falling off is attributable to the withdrawal of the certificated assistant teacher formerly attached to a somewhat indifferent lay school.

In Yamèthin township progress is marked.

In Pyawbwe township there is a decrease. In this township the pôngyis are, as a rule, disinclined to allow the itinerant teacher to assist them.

In Yindaw township they are generally either unfavourably disposed to secular education or reluctant to incur the displeasure of their superiors by allowing it to be introduced into their kyaungs.

Pyinmana town continues to be an active centre of educational work, and outside municipal limits the schools have improved.

Kyidaunggan township, hitherto unsuccessful, this year shows three schools as earning grants.

In Lewe township good results have been attained. The following are the schools deserving of mention :—

Maung San Win, Pyinmana.	U Ponnya, Pyinmana.
Maung Shwe Win, Pyinmana.	U Pandeissa, Theingôn.
U Thilasara, Pyinmana.	U Mala, Inbin.

Maung Gya, Pyawbwe.

MYINGYAN DISTRICT.

There is an increase throughout in this district. Schools have increased by 109 and pupils by 3,443. Passes by Standards I, II, III and IV have increased by 77, 52, three and three respectively, while the amount of grant earned has increased by Rs. 829.

In Myingyan town schools have increased by eight and pupils by 82.

Passes in Standards I and II have increased by 12 and in Standards III and IV by five. Standard V was not reached this year by any pupil.

The principal schools are those of Maung E and Ma Sa Bwin, which have both improved during the year.

In Myingyan township a decrease of six schools is made up for by an increase of 481 pupils. Passed decreases in Standard I by six and in Standard III by two, but increased in Standard II by 14.

In Pagan town schools have increased by seven, pupils by 88, and passes in Standards I and II by 41. The pôngyis of Nyaung-u and Pagan gladly accept the advice of the officers of the department and follow our system.

Pagan township shows an increase of 24 schools with 611 pupils and an increase of four passes by Standards I and II. Standard IV has not been reached.

Taungtha township shows an increase of 23 schools with 1,354 pupils. Passes in Standard I have increased by 13 and in Standard II decreased by two. The pôngyis have readily adopted our system.

In Kyaukpadaung and Sale townships 47 schools have been added to the list with 1,004 pupils. Standard III has been reached in the Kyaukpadaung township.

In Natogyi township schools have increased by six and pupils by 283. Passes in Standards I, II and III have increased by 19, two, and three respectively.

This backward township has made considerable progress during the past year.

The principal schools of the district are those of—

Maung E of Myingyan town.	U Ottama of Pagan town.
Ma Sa Bwin of Myingyan town.	U Athapa of Pagan town.
U Thuriya of Pagan town.	Maung Ta of Myingyan town.

We have had much help from Maung Pe, Subdivisional Officer; Maung Ba Kan, Maung Kyaw Taw, Myoôk of Salei; and the Natogyi Myoôk Maung Ba Ôn.

SPECIAL CLASSES.

60. The following are the general statistics of Mahomedan, Karen, Chin, Kachin, and Tamil schools for Upper and Lower Burma:—

	1893-94.	1894-95.	Increase.	Decrease.
Schools	534	550	16	...
Pupils	17,711	16,980	...	731
Full passes ... I and II	3,820	3,663	...	157
Full passes ... III and IV	964	927	...	37
Grants paid ... ... Rs.	25,644	29,262	3,618	...
Grants earned ... ... ,,	35,045	32,979	...	2,066
Certificated managers	1	5	4	...
Certificated assistant teachers	12	22	10	...
Karen certificated teachers	247	189	...	58

Mahomedan schools show some slight improvement. Tamil schools have made encouraging progress.

61. The following are the general statistics of Mahomedan schools :—

	1893-94.	1894-95.	Increase.	Decrease.
Schools	27	24	...	3
Pupils	1,137	1,042	...	95
Full passes { I and II	158	207	49	...
Full passes { III and IV	15	24	9	...
Grants paid	414	593	179	...
Grants earned	928	679	...	249
Certificated managers	...	...	...	...
Certificated assistant teachers	3	6	3	...

The above figures concern schools situated in Akyab, Rangoon and Moulmein only, and the decreases in schools and pupils arise in the last named town.

LOWER BURMA.

AKYAB DISTRICT.

The number of schools, pupils, and passes has increased 12 per cent., 11 per cent., and 36 per cent. Education is limited to the first three standards. The number of Mahomedan certificated teachers has increased from three to five. With regard to private schools the number has increased 11 per cent., but the number of pupils attending these schools has greatly diminished. This is owing to the prevalence of cholera in the Naaf and Kaladan townships.

RANGOON TOWN.

There is still but one registered Mahomedan school within Municipal limits. In this steady work has been done. A certificated assistant teacher is employed there, one-half of whose salary is paid by the school. Improvement is shown in passes as well as earnings, and Standard III has been reached by eight pupils.

MOULMEIN TOWN.

Only one school remains on the Deputy Inspector's list (the others being unable to follow the prescribed standard), namely, the Madrasa Islamia in Shwedaung quarter, attended by 150 children. More attention seems to be given to religious teaching than to secular, and the results of the examination are very meagre, seven I and two II Standards full passes ; grants earned Rs. 51-12-0.

In the Urdu practising class (20 pupils) of the Government Normal school the passes were seven by I and six by II Standard.

UPPER BURMA.

Registered Mahomedan schools are found only in Mandalay town. An increase of one school with 45 pupils is shown and full passes have increased by 19.

Schools for Mahomedans exist in other parts of Upper Burma, but they are not on the list of public schools, and they confine their instruction almost entirely to the Koran. These schools are unrecognised.

62. The following are the general statistics of Karen schools :—

	1893-94.	1894-95.	Increase.	Decrease.
Schools	502	478	...	24
Pupils	16,391	14,850	...	1,541
Full passes { I and II	3,608	2,921	...	687
Full passes { III and IV	925	878	...	47
Grants paid ... ... Rs.	24,599	28,049	3,450	...
Grants earned ... ... „	33,035	28,798	...	4,237
Certificated managers	1	5	4	...
Certificated assistant teachers	9	15	6	...
Karen certificated teachers	247	189	...	58

During the year under report Karen schools have suffered in various ways, and under all heads decreases are shown. In many localities sickness of a serious character has prevailed, causing the deaths of many teachers and children and the breaking up of some schools. In other places children have been required to assist their parents more than usual, and irregular attendance has hindered work.

A want of qualified teachers has also been felt; a want that the Karens themselves might have done more to meet.

The number of Karen teachers coming forward for certificates under the new rules has been small. Still good work is being carried on, and the condition of Primary vernacular education among the Karens is still in a satisfactory state.

Pegu Division.

The results this year are unsatisfactory. The Deputy Inspector of Schools gives three reasons for this—(1) sickness, (2) children being required to assist parents, and (3) irregular attendance—but these are more or less operative every year. There seems no doubt that poverty has prevailed and influenced school attendance.

PEGU DISTRICT.

Every township shows a decrease both in the number of schools and in the number of pupils in schools; the only redeeming feature is an increase in the number of passes by Standards IV and V in Hlègu township. Kawa township has retrograded in every respect. Payagale, while showing an increase in the number of passes by Standard I, has passed fewer pupils by Standard III.

THARRAWADDY DISTRICT.

There is a net decrease of 4 schools, 18 pupils, and 30 passes. Tapun and Gyobingauk townships have only a small Karen population. In Minhla and Sanywe they are more numerous. Sanywe township has made slight progress.

The Buddhist Karens have not yet opened independent schools, but depend on the schools of the Christian portion of the community.

HANTHAWADDY DISTRICT.

There is a net decrease of 53 passes, to which Hlaing, Hmawbi and Tunte townships contribute the largest share. Public schools are three less than last year.

The poverty of the people, owing to the outbreak of cattle-disease, had something to do with the general results.

It is encouraging to see signs that Buddhist Karens are becoming more desirous of good schools.

Irrawaddy Division.

The report on this division is not satisfactory. The number of schools, pupils, and passes has decreased 7 per cent., 13 per cent., and 18 per cent. respectively.

The decrease in schools, pupils, and passes occurs in Henzada and Thôngwa districts chiefly. The diminutions in Bassein and Myaungmya districts are comparatively small.

The number of girls attending schools and the number of passes obtained by girls has, however, increased. The cause of the decrease in the schools, pupils, and passes is due to cholera, smallpox, and to the bad season the Karens have had. In Henzada and Thôngwa districts, where the decrease is largest, we must add another cause, namely, the unsatisfactory work of the Karen Deputy Inspector of Schools, Maung Pa, who was in charge of these districts. He busied himself more with thoughts of Myoôkship than with his duties.

THONGWA DISTRICT.

The report on this district is unsatisfactory. The number of schools has diminished 15 per cent., the number of pupils 55 per cent., and the number of passes 31 per cent. The diminution in the number of schools and of pupils is

due to several being unable to comply with the conditions necessary for registration. The number of passes was, in consequence, affected.

With regard to female education the number of pupils and passes have increased 5 per cent. and 56 per cent respectively, which is satisfactory. The number of pupils and passes has diminished throughout the district, the greatest decrease being in Ma-ubin township. There are very few good teachers in the Karen schools (only two certificated teachers and 26 qualified under the old Karen certificated teachers' system).

These Karen certificated teachers are, as a rule, unable to teach much beyond Standard III. If a good Vernacular Normal school were opened, we should in time have much better results from Karen schools. As in other districts, too much time is given to English, and the subjects necessary for passing by the Vernacular standards are made secondary to this. Another cause of the poor results is the constant change of teachers.

BASSEIN DISTRICT.

There has been little progress in this district during the past year.

The number of pupils, girls and boys, has decreased 3 per cent. and the number of passes 9 per cent. The number of schools is about the same as last year.

With regard to female education it is satisfactory to find an increase of 9 per cent. in the number of girls attending schools and also a slight increase in the number of passes.

With regard to private schools the number has increased from 14 to 15, but the number of pupils attending these schools has decreased from 316 to 267.

The decrease in the number of pupils attending recognized schools is due partly to the prevalence of smallpox and measles, but mainly to parents requiring the assistance of their children in agriculture.

The decrease in the number of passes is due partly to the decrease in the number of pupils presented and partly to the standards being raised this year, so as to bring them on a par with the Anglo-Vernacular standards in the subjects common to both. There are no certificated managers or certificated assistant teachers, and only five Karen certificated teachers.

Small progress must be expected unless more certificated teachers be employed.

HENZADA DISTRICT.

There has been little progress in education in this district during the past year.

The number of recognized schools has decreased 4 per cent., the number of pupils attending these schools 19 per cent. The number of passes has increased ·8 per cent. With regard to female education, the number of girls attending recognized schools has diminished 39 per cent., and the number of passes 4·5 per cent. There are only 10 unrecognized Karen schools in this district.

The number of Karen certificated teachers has increased by two. Education is almost entirely confined to the Upper and Lower Primary standards. Most of the pupils, after passing Standard IV, go to the Karen Anglo-Vernacular schools. One cause of the decrease in the number of pupils attending schools is that smallpox has been prevalent during the past year, and in consequence there has been a disinclination on the part of parents to allow their children to remain away from home.

Two new schools, one in Zalun township and one in Kanaung township, have been registered.

Maung Shwę Nan, Maung Shwe Bwin, Maung Tha Dun, and Maung Yaw Ba, all school managers, have done good work during the past year.

Far too much time is given to English in these jungle Karen schools, and the subjects required for passing by the Vernacular standards have been neglected. As a result we find the percentage of passes by the Vernacular standards is much lower in Karen than in Burmese schools where no English is taught.

MYAUNGMYA DISTRICT.

The number of schools in this district has increased 14 per cent. during the past year. This is satisfactory.

The number of passes has, however, diminished 11 per cent. and the number of pupils attending recognized schools 11 per cent. The number of girls attending public schools has diminished 4 per cent. and the number of passes gained by girls has diminished 29 per cent.

The cause of the decrease in the number of pupils attending schools was the prevalence of smallpox and measles. This at the same time diminished the number of pupils presented for examination and consequently the number of passes gained.

There are no private schools. Karen schools here as in other districts suffer from the continual change of teachers, and the percentage of passes gained is low owing to English being taught and other subjects made secondary to this.

There are three certificated assistant teachers and no certificated managers.

Tenasserim Division.

Various causes, such as sickness, want of qualified teachers, &c., are said to account for the small decrease shown for the year.

Progress has been made under Standards III and IV, there being an increase of 40 passes.

In the Shwegyin and Toungoo districts steady work has been carried on.

In the Amherst district schools have suffered from the hindrances detailed above.

In Tavoy and Mergui the schools controlled by the American Baptist Mission have been withdrawn from Government inspection and aid by Mr. Morrow, the Missionary in charge.

AMHERST DISTRICT.

A falling off is shown in this district of schools (2), pupils (358), and passes under Standards I, II, and III, for which the new Deputy Inspector, Maung San Dwa (who has lately reverted to the inspecting staff after an absence of some eight years) does not clearly account. It is probably a temporary fluctuation only.

In some localities illness has prevailed, causing temporary migration of the villagers; in others a lack of qualified teachers is still felt.

In Bilugyun progress is shown owing to the establishment of a new school under a qualified teacher, Maung Dwe, which promises well.

Maung San Myat Paw at Kyundo has continued to do good work, but is still unable to find a duly qualified assistant.

The schools of Maung Tu Lepan at Inwaing and Maung Shwe Taw at Peingkyun are still among the most successful.

SALWEEN HILL TRACTS DISTRICT.

A slight change for the better is noticeable in this very backward locality. New schools have been opened at Maungwaing and Kawkadai; more full passes have been gained in Standard I; Standard II shows a falling off; and grants earned have risen by Rs. 12-6-0 to Rs. 55-2-0.

Maung Blai Paw's school is still aided by Maung San E, the Forest Ranger, and the elders of Papun.

TOUNGOO DISTRICT.

The figures for this district are generally satisfactory, showing increases under almost all heads. That the certificated teachers have decreased by four owing to want of funds, accounts for the small falling off in I and II Standard passes. Some fluctuations have taken place in the hills owing to sickness, but on the whole progress has been made in all the townships.

In the schools of the American Baptist, Roman Catholic, and S. P. G. Missions carried on in the town of Toungoo good work has been done.

The first-named institution continues to admit to Standard III and upwards only, and its village schools are gaining strength accordingly.

The Roman Catholic school now receives no pupils for Standard I, and for this reason, and owing to sickness, has a smaller attendance and fewer passes than usual.

The S. P. G. (Boys') school, owing to the Paku-Karens attending in smaller numbers, shows a decreased attendance.

The girls' school, with fewer pupils, has done good work and earned more money.

SHWEGYIN DISTRICT.

Satisfactory progress has been made in this district, the Kyaukgyi and Pyuntaza townships showing increases under all heads. In Shwegyin town the vernacular school has been left greatly to the charge of the native teachers and has suffered to some extent in consequence.

Illness among the pupils has also reduced the attendance and caused a falling off in full passes.

The school is to be registered as Anglo-vernacular from the beginning of 1895-96.

MERGUI DISTRICT.

As in the Tavoy district, the Superintendent of the American Baptist Karen Mission withdrew all schools under his control from connection with the Department; only three with 58 pupils attending remained, all earned grants amounting in the aggregate to Rs. 132-6-0. The figures for the district therefore show decreases under all heads.

Of the three schools, two are in Palaw township at Tupon and Shandun villages; the other is in Tenasserim township at Tharabwin.

A steady means of livelihood has been withdrawn from the Karens of Tavoy and Mergui; they can ill-afford it.

TAVOY DISTRICT.

In 1893-94 three schools with 105 pupils were on the list, but have been withdrawn from connection with the Department by the Reverend H. Morrow, the Superintendent of the Karen Mission in the Tavoy district. This is a pity; the people are in favour of Government inspection and Government aid.

The work has therefore been confined to the heathen Karens, who are too poor and scattered at present to take any interest in education, and there are therefore no schools among them.

63. The following are the general statistics of Tamil schools:—

		1893-94.	1894-95.	Increase.	Decrease.
Schools		1	47	46	...
Pupils		19	1,027	1,008	...
Full passes	I and II	11	515	504	...
	III and IV	...	10	10	...
Grants paid	Rs.	...	95	95	...
Grants earned	„	95	2,977	2,882	...
Certificated managers		...	...	...	...
Certificated assistant teachers		...	1	1	...

There are altogether 47 registered Tamil schools with an attendance of 862 boys and 165 girls. These are scattered throughout the Rangoon, Hanthawaddy, Pegu, Amherst, and Moulmein districts. The work of the Tamil Deputy Inspector of Schools has not as yet extended further. The passes this year are creditable, although only one school, and that in Rangoon, reached Standard III. Next year much better results may confidently be looked for.

RANGOON TOWN.

The Tamil population is a large one, and there are many small schools scattered about the various quarters of the town. In all 18 have been brought under inspection. These are attended by 537 pupils, of whom 196 passed Standard I, 89 Standard II, and 10 Standard III. The grant earned amounts to Rs. 1,750-12-0. The Deputy Inspector reports that teachers are anxious to improve

their schools and to raise the standard of their own qualifications by study. This is promising, as also is the fact that school fees are fairly well paid.

HANTHAWADDY DISTRICT.

Hmawbi and Kungyangôn are the only townships in which there are registered Tamil schools. In the former there are three with 43 pupils and in the latter two with 27 pupils. There were 15 passes by Standard I.

The Tamil population here is very much scattered. Next year better results may be looked for, when the first grants have been paid.

PEGU DISTRICT.

The Tamils mostly live in small communities on their own holdings, and it is difficult to collect a sufficient number of children together to form a school.

It is hoped that, with the centralization of villages, this difficulty will to some extent be obviated. This is the first year during which the Tamil Deputy Inspector has worked.

The number of schools is still small, but the passes obtained are creditable, and as the knowledge of the requirements of the Department extends, there is great reason to believe that the results next year will show a marked improvement The appointment of certificated Tamil teachers, for whom provision has been made, will help to raise the standard of education. Kyauktan and Thabyegan townships are the most thickly populated with Tamils.

MOULMEIN TOWN.

During the year under report 11 schools, with an attendance of 230 children, have been brought into connection with the Department.

They have been carefully fostered by the Deputy Inspector and secured, when examined, 72 Standard I and 39 Standard II passes, earning the equivalent grant of Rs. 619-4-0.

Further progress may be looked for next year.

SECTION VI.

SPECIAL INSTRUCTION.

64. Under this head come—

(1) Training schools for teachers.
(2) Technical schools.
(3) Professional schools.

65. The following are the leading figures for the past two years :—

Class of institution.	1893-94.		1894-95.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	2	98	2	105
Training schools for mistresses	3	92	3	83
Schools of Art	...	...	...	...
Engineering and Survey schools	18	340	21	423
Industrial schools	2	79	2	118
Other schools	6	186	6	224
Law school	1	17	1	8
Total ...	32	812	35	961

Training Schools for Teachers.

66. The following are the figures for the past two years :—

Name of school.	1893-94.		1894-95.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Moulmein	1	73	1	53
Normal school, Baptist College, Rangoon	1	25	1	52
American Baptist Mission Female Normal class, Kemmendine.	1	36	1	39
Female Normal class, St. John's Convent, Rangoon ...	1	16	1	16
American Baptist Mission Female Normal class, Moulmein	1	40	1	28
Total ...	5	190	5	188

The number of schools remains the same as last year, but the number of pupils is two less. The chief decreases are in the Government Normal school and the A. B. M. Female Normal School at Moulmein, the former showing a decrease of 20 and the latter of 12.

In the case of the Government Normal school, the decrease is due to the fact that 20 boys in the practising class were wrongly included in last year's figures as students under training. This mistake is corrected this year.

Nothing has been said by the Superintendent of the A. B. M. Female Normal School, Moulmein, to account for the decrease.

The Baptist Mission Normal school in Rangoon has more than doubled its numbers.

67. The annual examination of the first and second year classes and of pupil teachers has produced very satisfactory results. The Inspectors report a very decided improvement in the work.

68. The following tables show what the results are —

(a) *Anglo-Vernacular.*

Name of school.	Secondary Grade.																Primary Grade.													
	1893-94.								1894-95.								1893-94.								1894-95.					
	First year.				Second year.				First year.				Second year.				First year.				Second year.				First year.				Second year.			
	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.
Government Normal School, Moulmein.	1	3	3	7	...	2	1	3	...	...	10	10	...	...	8	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. John's Convent Normal School, Rangoon.	...	...	2	2	1	...	3	4	...	...	3	3	...	...	5	5	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon.	1	4	5	10	...	...	...	...	...	...	11	11	...	...	9	9	...	1	7	8	...	...	...	...	...	...	9	9	...	...	7	7
Total ...	2	7	10	19	1	2	4	7	...	...	24	24	...	...	22	22	...	1	7	8	...	...	1	1	...	...	9	9	...	...	7	7

(b) *Vernacular.*

Name of school.	Secondary Grade.																Primary Grade.													
	1893-94.								1894-95.								1893-94.								1894-95.					
	First year.				Second year.				First year.				Second year.				First year.				Second year.				First year.				Second year.			
	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.	Honour, Class I.	Honour, Class II.	Pass.	Total.
Government Normal School, Moulmein.	...	...	2	2	...	...	5	5	...	...	15	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Morton Lane Girls' School, Moulmein.	...	...	2	2	...	...	3	3	...	...	4	4	...	...	7	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon (Alôn).	...	...	4	4	...	...	...	...	...	...	5	5	...	...	4	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
A. B. M. Girls' School, Kemmendine.	...	...	2	2	...	...	12	12	...	...	14	14	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	..	10	10	...	...	20	20	...	...	38	38	...	...	14	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Anglo-Vernacular.

69. The results are satisfactory, there being a decided increase in the number of passes by the second year's course.

(*a*) The *Government Normal School, Moulmein*, presented no candidates for the Primary Grade Examination. In the Secondary Grade it has passed more pupils than last year, especially in the second year's course.

(*b*) *St. John's Convent, Rangoon*, passed more candidates this year than last

The *Baptist College, Alôn*, has done very well as regards passes.

Vernacular.

70. For the Primary Grade, first year, there were no candidates from the Normal schools. Candidates from other schools and private students numbered 17, of whom only three passed. Of these three one is a pôngyi from the Prome district. There were no candidates for the second year's test.

For the Secondary Grade, first and second year's tests, 40 and 18 candidates respectively were examined, the passes being 38 and 14 in number.

The *Moulmein Normal School* again showed very good results.

The *Baptist College, Alôn*, has secured a high proportion of passes.

The Kemmendine and Moulmein Normal classes for girls have continued to do excellent work under the superintendence of the ladies in charge of them.

71. The results of the final teachers' tests, as far as the Normal schools are concerned, are here given :—

Name of school.	Anglo-Vernacular.				Vernacular.			
	Secondary Grade.		*Primary Grade.*		*Secondary Grade.*		*Primary Grade.*	
	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.
Government Normal School, Moulmein.	1	3	6	...	17	4	...	...
St. John's Convent Normal School, Rangoon.	...	4	...	3	...	...	...	...
A. B. M. Girls' Normal School, Kemmendine.	...	...	...	...	9	15	...	...
Morton Lane Girls' Normal School, Moulmein.	...	...	...	...	9	12	...	...
Baptist Mission Normal School, Rangoon.	...	...	...	...	...	...	...	...
Total ...	1	7	6	3	35	31	...	...

The *Government Normal School* has passed three Anglo-vernacular and four Vernacular candidates this year, all in the Secondary Grade.

St. John's Convent has done creditably, this being the first year that candidates have appeared for this test.

The *A. B. M. Girls' School, Kemmendine*, and *Morton Lane Normal School, Moulmein*, have gained more passes than last year.

The Normal school attached to the Baptist College, Alôn, will send up candidates for the final tests next year.

A large number of teachers from Government, Municipal, and Aided schools have passed the examination this year. The quality of the work was decidedly better than last year.

72. The following statement shows the percentage of passes for the final theoretical tests in the examinations for teachers' certificates for the past two years:—

Grade of examination.	1893-94.			1894-95.		
	Presented.	Passed.	Percentage of passes.	Presented.	Passed.	Percentage of passes.
Vernacular Primary	274	32	11·7	288	89	30·9
Anglo-Vernacular Primary ..	73	27	37·0	83	41	49·4
Vernacular Secondary	273	81	29·7	216	128	59·26
Anglo-Vernacular Secondary ...	77	17	22·08	71	45	63·4
Anglo-Vernacular Higher ...	22	4	18·18	9	6	66·7
Total ...	719	161	22·4	667	309	46·3

B.—TECHNICAL SCHOOLS.

(*a*) *Industrial.*

73. *St. Peter's Technical Institute, Bassein,* showed satisfactory results in Book-binding, Printing, Blacksmithing, Mechanical Engineering and Drawing and Moulding; but the results in Carpentry should have been better. The school is doing good work and is popular.

The *Technical School at Mandalay* has been maintained throughout the year. It contains 45 pupils.

St. Paul's High School, Rangoon.—Work in this department has been, I am sorry to say, discontinued as it was found to interfere too much with that of the general school. This is a pity.

St. Luke's S. P. G., Toungoo.—The general school continues to require the entire attention of the management, and no work is carried on.

A. M. B. Bghai-Karen School, Toungoo.—In the Printing and Book-binding departments alone has any effective work been carried on. The results are as follows:—

Standard.	IV.	V.	Total.
Printing	3	2	5
Book-binding	2	3	5
Total ...	5	5	10

In Carpentry and other handicrafts, up to the date of the examination of the school in January last, only five lads had joined the shop, and they had not put in the number of days requisite under the rules. They appear to have done little beyond making themselves useful in various rough work about the compound.

The technical branch of the S. P. G. School at Shwebo is progressing satisfactorily. Weaving is the only branch taken up and the pupils make all their own clothing.

Weaving has been taken up in the orphanage at St. Joseph's Convent, Mandalay, and pupils were examined this year for the first time.

(*b*) *Kindergarten and Slöjd.*

74. The Kindergarten classes at the institutions mentioned below have been carried on with vigour and have secured good results:—

A. B. M. Girls' School, Kemmendine.
St. John's Convent, Rangoon.
Methodist Episcopal Girls' High School, Rangoon.
Baptist College, Alôn, Rangoon.
The Government High School, Moulmein.
Morton Lane Girls' School, Moulmein.
A. B. M. Pwo-Karen School, Bassein.

In Upper Burma, Kindergarten classes are to be opened in connection with St. Joseph's Convent and A. B. M. Girls' School at Mandalay.

Slöjd continues in abeyance. It is difficult to popularize Slöjd or technical studies generally. The pupils rush to instruction almost wholly with a view to employment as clerks, and scorn any instruction directed towards the various handicrafts.

Drawing is taught in those Municipal schools to which special teachers are attached. It is a pity aided schools do not teach this subject more than they do.

(*c*) *Vocal Music.*

75. Few schools, beyond those for Karens, present pupils in this subject. This is to be regretted, as it would form a pleasing change in the school routine. In the Cantonment School, Moulmein, the whole school took up this subject with success.

A good deal more might be done to popularize the use of the Tonic sol-fa, which is much more suitable for schools than the staff notation. At present very few managers are acquainted with the system. In Upper Burma vocal music was taught throughout the year at St. Joseph's Convent, Mandalay.

(*d*) *Schools of Art.*

76. At present no special schools exist; but Drawing is taught by special teachers in nearly all Municipal schools.

Fairly good work has been done and progress is apparent. In Upper Burma, however, it is not systematically taught.

77. The following table shows the results of the year's examination:—

Name of school.	Number passed.				
	III.	IV.	V.	VI.	VII.
Moulmein High school ...	15	13	14	9	10
Municipal school, Shwegyin	13	10	13	9	12
Municipal school, Mergui	21	12	8	5	3
Municipal school, Tavoy	6	10	5	4	7
Akyab High school ...	...	...	3	...	6
Municipal school, Kyaukpyu	4	2	...	1	1
Municipal school, Sandoway	6	5	4	3	5
High school, Bassein ...	23	7	26	2	14
Municipal school, Henzada	9	11	2	6	2
Municipal school, Yandoon	15	7	14	6	2
Rangoon Collegiate school	38	17	2	...	4
Municipal school, Prome	...	...	...	...	9
Municipal school, Pegu ...	...	...	...	...	4
A. B. M. Burmese school, Henzada	...	...	5	1	...
St. Paul's High school, Rangoon	27	17	...	19	1
Diocesan Boys' school, Rangoon	...	...	...	...	6
St. John's College, S. P. G., Rangoon	...	...	...	...	3
Sgaw-Karen school, Alôn	...	...	...	...	1
St. Luke's S. P. G., Toungoo	...	...	...	...	1
Burmese Girls' school, Kemmendine	...	...	...	...	12
English Girls' school, Moulmein	...	...	...	...	1
Total ...	177	111	96	65	104

C.—Professional Schools.

(*a*) *Law.*

78. There is only one school and it has been noticed in Section III.

(*b*) *Engineering.*

79. The Engineering School was opened in May 1895, and does not come into notice in this year's report.

(*c*) *Medical.*

80. The Dufferin Maternity Hospital under Miss Forbes, the Resident Medical Officer, and her assistants Ma Ma and Ma In Ngwi, has done good work.

There were 22 pupils under tuition, all drawing scholarships of Rs. 20 a month each, 1 Austrian, 1 European, 5 Eurasians, 6 Burmese, and 9 Karens.

There are no non-stipendiary pupils.

The annual report states:—

"The work of training midwives and sick-nurses, and the attendance on out-patients, have both yielded satisfactory results.

"It may be safely affirmed that the institution is steadily gaining in favour with the poor population of the town.

"Nine pupils, consisting of 2 Europeans, 3 Eurasians, and 4 Burmese, passed in both midwifery and sick nursing, while 6 passed in the latter subject only; they were all Karens and will probably be ready for the examination in May 1895."

81. Of the Hospital Assistant scholars who joined the Madras School one passed and one was dismissed. The five scholars who were appointed last year have all resigned owing to their inability to procure the required sureties. There are, in consequence, none undergoing the pre-collegiate course.

82. The male and female students in Calcutta have all done well.

83. The following table shows the number of Medical scholars, and the schools they were at:—

	Pupils.
Calcutta Medical College	6
Madras Auxiliary Medical School	7
Attending hospitals in the province for the pre-collegiate course ...	...
Total ...	13

(*d*) *Mechanical Engineering.*

84. Seventy lads were under training as indentured apprentices in the Railway workshops at Insein; 35 were Europeans and Eurasians, 22 Karens, 2 Madrasis, 1 Mahomedan, and 10 Burmans.

85. There are 25 European apprentices in receipt of stipends from the European Stipend Board.

They are at work in the following places—

	Pupils.
Dalla Dockyard	1
Railway Workshops, Insein	15
St. Peter's Technical Institute, Bassein	4
Municipal Workshops, Rangoon	2
Executive Engineer's Office, Rangoon	1
Messrs. Bulloch Brothers' Foundry, Pazundaung	1
Locomotive and Carriage Department Workshop, Ywataung ...	1
Total ...	25

86. A technical class in connection with the Railway workshops at Insein was opened on the 1st April 1894. The Mechanical draftsman of the Locomotive Superintendent's office was appointed to teach the apprentices Mensuration, Practical Geometry, and Tracing. He receives a grant of Rs. 50 per mensem from Government.

There were 27 pupils on the rolls on the 31st March; 24 Europeans and Eurasians and 3 Burmans. The Inspector of Schools, Central Circle, inspected the class at the close of the year. The results were not good. A report was sent to the Locomotive Superintendent, and I trust something will be done to put the work on a satisfactory basis.

(*e*) *Commercial Instruction.*

87. I referred to this subject in paragraph 73 of last year's report. There is, I regret to say, no such instruction in the province.

It is a great pity that, with all the facilities afforded for technical instruction by the Government in the Education Department, so little advantage is taken of them, and that the tendency towards a mere literary education is so much encouraged by school managers, especially those who have large orphanages.

(*f*) *Pali.*

88. The study of *Pali* has been taken in hand. To encourage a scholarly study of this classic, a scheme of examinations on the lines of the Patamabyan, has been drawn up and sanctioned. Steps are being taken to publish good text-books.

SECTION VII.

FEMALE EDUCATION.

89. The following are the statistics for female education for Upper and Lower Burma:—

Name of school.	1893-94.		1894-95.	
	Schools.	Pupils.	Schools.	Pupils.
Under Public Management—				
Maintained by the Department	3	92	3	83
Maintained by Municipal Boards	1	73	1	124
Under Private Management—				
Anglo-Vernacular schools registered under the Grant-in-Aid Rules of 1890.	20	1,098	20	1,096*
Aided indigenous Vernacular schools	83	2,077	103	2,691
Unaided indigenous Vernacular schools	40	518	45	579
Total ...	147	3,858	172	4,573
Boys' schools to which girls are admitted	1,361	18,670	1,469	20,221
Private institutions for indigenous instruction ...	673	2,824	501	2,117
GRAND TOTAL ...	2,181	25,352	2,142	26,911

* No returns received from St. Joseph's Convent, Toungoo.

In Lower Burma there has been a slight decrease in the number of schools where girls attend and also in the number of girls attending schools. The number of girls attending Anglo-Vernacular schools registered under the Grant-in-Aid Rules has, however, increased 13 per cent.

It is satisfactory to find an increase of 48 per cent. in the number of girls attending Vernacular registered schools, and an increase of 52 per cent. in the number of Vernacular registered schools where girls attend. It is chiefly among the Karens where these increases have occurred.

A Normal Vernacular school for Karen girls is much needed. If such a school were opened, we should in time be able to supply the Vernacular Karen schools with good female teachers. *At present these schools suffer from want of good teachers.* The number of girls attending mixed schools has slightly decreased.

The number of passes gained by girls has increased in almost all the districts, though in the case of Vernacular schools very few passes have been gained in the Middle standards. In the case of Karens this is due to want of efficient teachers.

In Upper Burma Anglo-Vernacular schools registered under the Grant-in-Aid Rules of 1890, show an increase both in the number of schools and in the pupils attending.

Aided indigenous schools have also risen from 38 to 55 and pupils have nearly doubled.

The grand total shows a decrease of 39 schools and an increase of 1,559 pupils.

90. The following statement shows the number of girl-pupils who have passed the several standards in the various schools :—

Class of school.	B. A.		F. A.		Entrance, Standards VIII and IX.		Middle stage, Standards V, VI, and VII.		Upper Primary stage, Standards III and IV.		Lower Primary stage, Standards I and II.	
	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.
Government and Municipal.	...	...	...	1	...	1	2	2	13	12	26	24
Registered under Grant-in-Aid Rules of 1890.	...	...	1*	...	4	21	193	167	293	217	392	349
Burmese indigenous ...	...	...	...	...	...	...	73	74	362	423	3,650	4,259
Karen indigenous ...	...	...	...	...	...	...	15	21	277	260	1,237	1,020
Mahomedan indigenous	...	...	...	...	...	...	...	...	...	10	34	39
Tamil indigenous ...	...	...	...	...	...	...	...	...	...	10	...	59
Total ...	...	...	1	1	4	22	283	264	945	932	5,339	5,750

* This girl passed from the Rangoon College, but was erroneously shown against Registered Grant-in-Aid Schools.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

A.—*Europeans.*

91. The following statement shows the number of schools attended by Europeans only and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March					
			1893-94.			1894-95.		
	1893-94.	1894-95.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
Aided for boys. { High schools ...	1	1	144	...	144	176	...	176
{ Middle schools	3	2	36	59	95	42	36	78
Total ...	4	3	180	59	239	218	36	254
Aided for girls. { High schools ...	6	6	158	643	801	185	715	900
{ Middle schools	4	5	54	99	153	93	128	221
Total ...	10	11	212	742	954	278	843	1,121
Total Secondary Schools ...	14	14	392	801	1,193	496	879	1,375
Primary Schools—								
For boys	...	1	...	...	...	5	6	11
For girls	3	2	13	58	71	9	45	54
Total Primary Schools ...	3	3	13	58	71	14	51	65
Special Schools—								
For boys	...	...	...	...	...	...	...	...
For girls	3	3	35	65	100	41	82	123
Total Special Schools ...	3	3	35	65.	100	41	82	123
Grand Total ...	20	20	440	924	1,364	551	1,012	1,563

There is no change in the number of schools, but the number of pupils has increased by 199. There is a decrease of 1 Middle school for boys, consequent on the reduction of the Railway School, Yamèthin, to the Primary grade. This however is counterbalanced under Middle schools for girls owing to the raising of St. Matthew's School, Moulmein, from the Primary to the Middle grade.

92. In the following schools European pupils are especially provided for. The figures shown against each school represent the number of pupils of all races including Europeans, in attendance on the 31st March:—

St. John's Convent, Rangoon	228
Episcopal Methodist School, Rangoon	193
Diocesan Girls' School, Rangoon	92
Old Convent (English), Rangoon	52
Diocesan Boys' School, Rangoon	176
St. Philip's School, Rangoon	53
Bishop's Home School, Rangoon	40
Methodist Episcopal (Kindergarten), Rangoon	53
St. John's Convent (Kindergarten), Rangoon	54
St. John's Convent, Normal School Department, Rangoon ...	16
Eurasian Girls' High School, Moulmein	92
Cantonment School, Moulmein	56
St. Joseph's Convent, Moulmein	125
St. Matthew's School, Moulmein	24
St. Anne's Convent, Akyab	57
St. Mark's School, Akyab	25
St. Joseph's Convent, Mandalay	170
A. B. M. European and Eurasian Girls' School, Mandalay ...	32
Church of England School, Mandalay	14
Railway School, Yamèthin	11
Total ...	1,563

Of the foregoing 1,563 pupils, 1,459 are Europeans and Eurasians; the remaining 62 are made up of 21 Native Christians, 7 Mahomedans, and 34 Buddhists, the other 42 being made up of Chinese, Jews, and Parsees.

Schools which are open to all races, but which are largely attended by Europeans, continue the same as last year, namely, St. John's College, S. P. G., 124 pupils; St. Paul's High School, 265; the American Baptist Mission Union School, 42 pupils, all in Rangoon; and St. Patrick's, Moulmein, with 87 pupils. These account for the majority of the 776 pupils attending schools open to all races.

93. The following table shows the cost of European education in the 20 schools maintained for European children only:—

Head of expenditure.	1893-94.		1894-95.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	18,267	70,299	21,982	75,544
Primary education	746	4,559	613	5,063
Special education	2,232	3,974	2,372	3,967
Scholarships	546	546	1,465	1,465
Buildings	10,500	23,256	11,150	22,300
Superintendence	...	10,683	...	9,904
Furniture and apparatus (special grants only) ...	250	1,744	300	855
Miscellaneous	...	1,420	...	2,838
Total	32,541	1,16,481	37,882	1,21,936

94. The following table gives the particulars according to the stages of instruction for the 17 Secondary and Primary schools open to Europeans only:—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
Secondary Schools.																				
For Boys — Government — English																				
For Boys — Government — Vernacular																				
For Boys — Local Fund — English																				
For Boys — Local Fund — Vernacular																				
For Boys — Municipal — English																				
For Boys — Municipal — Vernacular																				
For Boys — Native States — English																				
For Boys — Native States — Vernacular																				
For Boys — Aided — English	3	254	8		8	67	5	72	62	12	74	81	19	100				218	36	254
For Boys — Aided — Vernacular																				
For Boys — Unaided — English																				
For Boys — Unaided — Vernacular																				
For Boys — Total	3	254	8		8	67	5	72	62	12	74	81	19	100				218	36	254
For Girls — Government — English																				
For Girls — Government — Vernacular																				
For Girls — Local Fund — English																				
For Girls — Local Fund — Vernacular																				
For Girls — Municipal — English																				
For Girls — Municipal — Vernacular																				
For Girls — Native States — English																				
For Girls — Native States — Vernacular																				
For Girls — Aided — English	11	1,121	1	36	37	24	225	249	54	249	303	199	333	532				278	843	1,121
For Girls — Aided — Vernacular																				
For Girls — Unaided — English																				
For Girls — Unaided — Vernacular																				
For Girls — Total	11	1,121	1	36	37	24	225	249	54	249	303	199	333	532				278	843	1,121
Total Secondary Schools	14	1,375	9	36	45	91	230	321	116	261	377	280	252	632				496	879	1,375
Primary Schools.																				
For Boys — Government																				
For Boys — Local Fund																				
For Boys — Municipal																				
For Boys — Native States																				
For Boys — Aided	1	11							3	3	6	2	3	5				5	6	11
For Boys — Unaided																				
For Boys — Total	1	11							3	3	6	2	3	5				5	6	11
For Girls — Government																				
For Girls — Local Fund																				
For Girls — Municipal																				
For Girls — Native States																				
For Girls — Aided	2	54							2	15	17	7	30	37				9	45	54
For Girls — Unaided																				
For Girls — Total	2	54							2	15	17	7	30	37				9	45	54
Total Primary Schools	3	65							5	18	23	9	33	42				14	51	65
GRAND TOTAL	17	1,440	9	36	45	91	230	321	121	279	400	289	385	674				510	930	1,440

95. The following table shows the number of passes under all standards gained by European pupils during the past two years:—

Standard of examinations.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		All races.			
	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.
B. A.	...	...	...	1	...	1
F. A.	...	...	6	8	6	8
IX, Entrance	7	14	5	19	12	33
VIII	25	22	20	20	45	42
VII } Middle ...	40	50	29	19	69	69
VI }	79	68	40	22	119	90
V }	91	55	78	18	169	73
IV } Upper Primary ...	118	75	55	9	173	84
III }	151	97	59	41	210	138
II } Lower Primary ...	151	99	57	42	208	141
I }	139	111	73	26	212	137
Total ...	801	591	422	225	1,223	816

It will be seen that the number of passes gained by Europeans in schools which admit only Europeans has decreased 26·2 per cent., and in schools which admit all races 46·68 per cent.

The Diocesan Boys' School is mainly responsible for the decrease in the passes obtained by schools which admit Europeans only. All schools were examined by the Inspectors this year to ensure uniformity. To this is attributed the decrease of 33·3 per cent. in the total number of passes gained by Europeans. The number of passes gained in the F. A. and B. A. has increased slightly.

(*b*) *Mahomedans.*

96. Statistics concerning their education will be found in Section V. Except in Akyab town and district, Rangoon and Moulmein, little if any attention is given to any but religious instruction.

Even in the places mentioned progress is very slow. Where education is really desired, it is as a rule sought for in Anglo-Vernacular schools.

(*c*) *Karens.*

97. During the year under report progress has been somewhat checked by causes mentioned in Section V, where statistics concerning education among the children of this race will be found.

(*d*) *Chins.*

98. The school at Sandoway is well maintained; 45 boys and 24 girls attend. The grant earned is Rs. 400-2-0.

In Upper Burma, work among the Chins is carried on at Thayetmyo by the American Baptist Mission, whose Anglo-vernacular school is registered under the Grant-in-Aid Rules. It was examined for the first time during the year under report, and passed pupils up to Standard IV.

(*e*) *Tamils and Telugus.*

99. Anglo-Vernacular instruction is afforded to children of these races, more especially in St. Antony's (Roman Catholic), St. Gabriel's (S. P. G.), American Baptist Mission, the Lutheran Mission, and Maduray Pillay's schools, Rangoon, American Baptist Mission and Mispah Hall schools, Moulmein, and Railway school, Insein. The appointment of a Tamil Deputy Inspector is bearing good fruit: 47 schools have been placed on the register, regarding which information will be found in Section V.

(*f*) *Chinese.*

100. Children of this race desiring instruction, either Vernacular or Anglo-Vernacular, have no hesitation in attending existing schools.

In Mergui there are one or two little schools under Chinese teachers, where neither English nor Burmese is taught. The Roman Catholic Mission in Mandalay intends opening a special school.

(*g*) *Talaings.*

101. As noted in the report for the year 1893-94, assistance has been asked for this race.

A Sub-Inspector has been recently appointed (a Talaing), who is now engaged in visiting their schools (chiefly monastic) with a view to ascertaining their requirements. It is too early to express any opinion as to the prospect of their improvement.

(*h*) *Kachins.*

102. The only school in Upper Burma is that of the American Baptist Mission at Bhamo, which has made steady progress during the year.

(*i*) *Manipurians.*

103. No special schools for this race are on the registers. Many Manipurians in Mandalay town attend Burmese schools.

(*j*) *Shans.*

104. No Shán schools have been registered in Upper Burma.

SECTION IX.

PRIVATE SCHOOLS.

105. I have drawn attention to these in paragraph 8 of the Introduction to this report, and suggested a means of meeting the difficulty.

In Lower Burma increases are shown of 471 schools and 8,653 pupils, to which various causes have contributed.

In the *Eastern Circle* little change is shown in the figures, except in Moulmein town, where an increase of 15 schools is accompanied by a rise of 312 pupils. The Deputy Inspector states that some schools, unable or unwilling to teach Arithmetic, have been transferred from the "public" list to the "private."

In the Amherst and Shwegyin districts the figures have been satisfactorily reduced.

In the *Central Circle*, in the Prome district every school which failed to earn grants after having been one year on the public school register has been put on the private school list. This accounts for the very large increase under this head.

In the Pegu and Hanthawaddy districts and Rangoon town, the strict application of this principle has resulted in a similar increase, though not to such a great extent. It is hoped that many schools now returned as private will make some endeavour to qualify themselves for grants. Many monastic schools will never become public schools, so that there is always an irreducible residuum of considerable size.

In the *Western Circle* many schools which were registered, have been put back on the private list, as they were unable to comply with the very easy conditions necessary for registration.

In *Upper Burma* there is an increase of 87 schools with 4,742 pupils. As already explained, this increase is due principally to the transfer of a number of schools in the Mahlaing township of the Meiktila district from the public list.

For the whole province, we have an increase of 558 schools and 13,395 pupils.

106. The following statement gives the statistics of the schools for the past two years :—

District.	Schools, 1894-95.								Pupils, 1894-95.									
	Total schools, 1893-94.	European.	Burmese and Talaing.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Manipurian.	Total schools, 1894-95.	Total pupils, 1893-94.	European.	Native Christian.	Burmese and Talaing.	Karen.	Mahomedan.	Sikan.	Hindu.	Chinese.	Total pupils, 1894-95.
Akyab	443	...	240	...	169	...	...	...	409	5,383	...	...	3,269	...	1,900	..	1	...	5,170
Kyaukpyu	188	...	187	...	2	...	...	...	189	1,924	...	...	1,601	...	35	...	...	...	1,636
Sandoway	49	...	64	..	...	...	...	...	64	641	...	...	854	...	6	...	...	...	860
Arakan Hill Tracts ...	1	...	2	...	...	...	...	...	2	10	...	...	28	...	...	...	...	...	28
Rangoon	154	...	165	...	6	9	1	...	181	1,790	1	6	1,962	...	304	...	109	...	2,382
Hanthawaddy ...	172	...	171	3	...	...	...	...	174	1,392	...	...	1,597	52	...	...	...	...	1,649
Pegu	290	...	320	7	2	8	...	...	337	2,913	...	...	3,505	74	13	...	41	...	3,633
Tharrawaddy ...	80	...	75	7	...	...	...	...	82	953	...	...	870	49	...	...	..	...	919
Prome	224	...	437	...	2	...	...	...	439	1,693	...	...	6,543	...	41	...	...	...	6,584
Thôngwa	212	...	233	24	2	...	...	...	259	2,617	...	...	2,965	427	33	...	...	...	3,425
Bassein	228	...	248	15	2	...	...	...	265	2,043	...	...	2,855	316	90	...	...	...	3,261
Myaungmya ...	...	...	106	25	1	...	...	..	132	...	...	48	1,191	326	10	...	...	...	1,575
Henzada	350	...	368	...	...	...	...	...	368	5,853	...	...	5,182	...	...	...	...	..	5,182
Moulmein	48	...	53	...	6	4	...	...	63	291	...	20	403	...	153	...	27	...	603
Amherst	423	...	273	116	...	...	...	...	389	5,281	...	...	3,005	1,385	.	...	...	...	4,390
Shwegyin	215	...	189	...	5	...	...	...	194	4,111	...	...	3,584	256	35	..	...	...	3,875
Toungoo	268	...	213	35	5	...	...	...	253	4,132	...	197	3,474	355	105	...	...	...	4,131
Tavoy	181	...	180	...	2	...	1	...	183	3,142	...	...	3,318	...	...	...	...	...	3,318
Mergui	84	...	82	...	12	...	2	...	96	1,468	...	...	1,278	21	211	70	1	..	1,581
Salween	10	...	...	12	...	...	...	...	12	136	...	...	39	185	...	...	...	...	224
Total Lower Burma ...	3,620	...	3,606	244	216	21	4	...	4,091	45,773	1	271	47,523	3,446	2,936	70	179	...	54,426
Mandalay	1,398	...	1,401	...	26	...	...	10	1,437	9,462	...	...	8,788	...	658	...	119	...	9,565
Bhamo	7	..	46	...	...	...	...	...	46	23	...	...	474	...	...	...	...	...	474
Katha	3	...	81	...	...	...	...	...	81	7	...	...	1,128	...	...	...	...	...	1,128
Ruby Mines ...	1	...	50	...	...	...	...	..	50	1	...	...	627	...	...	...	...	...	627
Shwebo	320	...	365	...	1	...	...	...	366	1,572	...	...	2,264	...	2	...	...	...	2,266
Ye-u	220	...	222	...	...	...	...	...	222	2,362	...	...	1,857	...	...	...	...	...	1,857
Sagaing	771	...	730	..	...	...	...	...	730	5,957	...	...	5,734	...	...	...	..	...	5,734
Lower Chindwin ...	478	...	507	...	...	...	...	...	507	3,692	...	...	4,593	...	...	...	...	...	4,593
Upper Chindwin ...	157	...	157	...	...	...	...	...	157	1,042	...	...	1,042	...	...	...	...	...	1,042
Pakôkku	363	...	366	...	...	...	...	...	366	2,621	...	...	2,391	...	...	...	...	...	2,391
Minbu	343	...	436	...	...	...	...	...	436	3,004	...	...	3,990	...	...	...	...	..	3,990
Magwe	515	...	550	...	...	...	...	...	550	6,130	...	...	7,463	...	...	...	...	...	7,463
Thayetmyo	291	...	287	...	...	...	...	...	287	2,880	...	...	2,704	...	...	...	...	...	2,704
Kyauksè	369	...	359	...	7	...	...	...	366	2,481	...	...	1,847	...	94	...	...	...	1,941
Meiktila	411	..	442	...	1	...	...	...	443	4,839	...	...	5,922	..	21	...	...	...	5,943
Yamèthin	159	...	147	...	...	...	...	...	147	1,193	...	...	1,248	...	...	...	...	...	1,248
Myingyan	567	...	269	..	...	...	...	...	269	5,482	...	...	4,619	...	...	...	...	..	4,619
Total Upper Burma ...	6,373	...	6,415	...	35	...	...	10	6,460	52,843	...	...	56,691	...	775	...	119	...	57,585
Grand Total ...	9,993	...	10,021	244	251	21	4	10	10,551	98,616	1	271	104,214	3,446	3,711	70	298	...	112,011
Increase	...	...	...	...	...	...	...	...	558	...	...	...	...	...	...	..	...	...	13,395
Decrease	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...

SECTION X.

Preparation and Distribution of Text-books and other Educational Literature.

107. The Text-book Committee has done a good year's work, though the actual number of books turned out has not been so large as last year.

The following books were passed through the press: Translation of Bell's "Physical training for Middle schools," Translation of Bailey's "How to teach the Babies," Translation of Bailey's "Oral teaching for Infant schools," and a second edition of the Translation of Gladman's "School Method." A revised edition of the "Maha Zanaka Vatthu" was prepared, and one of the "Chaung-saungdwe" was begun and is now passing through the press; a translation of the two volumes of Krauss Bœlte's "Kindergarten Guide" was begun, and 413 out of 453 pages of the first volume are ready.

Till this book and a translation of a suitable book on Drawing are ready, the introduction of Kindergarten and Drawing into the Vernacular Normal school course has to be held in abeyance.

The work on the Burmese Grammar referred to in paragraph 114 of last year's report has been going on steadily, and I trust that the book will be ready by June 1896.

108. To enable school managers, examiners, and pupils to meet the requirements of the new rule under which examinations are conducted through the me-

dium of the Vernacular, the list of geographical terms in Burmese prepared some time ago by the Text-book Committee was revised and enlarged, and a list of terms in Arithmetic, Algebra and Euclid has also been prepared.

This work has been done by a Sub-Committee. It has been a very long and difficult one, and I have to thank those who helped me, for their very regular attendance, and for the great care and interest they bestowed on it.

None but those who have worked on such an undertaking know of the difficulty or can appreciate the need for kindly assistance and suggestions from others. Of those to whom we applied, the only ones that came forward with help were Mr. Irwin, then Officiating Commissioner of the Pegu Division; Maung Po Maung, K.S.M., Deputy Inspector of Schools; Mr. Simon, Headmaster, and Mr. Wilkins, Principal of the Normal School, Moulmein.

The members of the Sub-Committee were—

President.

The Director of Public Instruction.

Members.

Bishop Cardot.	Mr. Hla Aung.
Rev. Dr. Cushing.	Mr. F. Ripley.
Mr. Taw Sein Kho.	Mr. Lonsdale.

109. The preparation of a good Geography on the lines referred to in paragraph 115 of last year's report has still to be undertaken. I regret to say the province still suffers from the want of maps.

110. I cannot speak too highly of Mr. Lonsdale's services as Editor of the Text-book Committee. He has been ably assisted by Yeo Wun Sin, the Sub-editor, who is actively interested in his work and does it thoroughly.

111. The question of preparing special text-books for use in schools, having a direct bearing on conduct either by means of precept or example, to which attention has been drawn by the Government of India, has been fully considered. I went into the question fully in my letter No. 1161-7G., dated the 16th September 1889, to the Secretary to the Chief Commissioner. The English text-books in use in the Government and Municipal Schools are full of such teaching. The books used by the various Missionary bodies in charge of the aided schools are carefully selected with this view. Since 1889, the Text-book Committee has prepared a set of Burmese readers, in which moral instruction has been duly provided for.

As to the general question of maintaining discipline and of forming the characters of pupils on healthy lines, I think Burma will compare favourably with India. These are matters carefully attended to by school managers, and closely watched by the officers of the Educational service.

SECTION XI.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

112. I need say nothing under this head.

SECTION XII.

CONCLUSION.

113. The work during the past year has been done smoothly and with an absence of any friction worth mentioning. I have had much kindly help and co-operation from all who are concerned and interested in the work of education.

114. In addition to those mentioned elsewhere, the officers whose work calls for special commendation are Mr. Wilkins and Mr. Simon of Moulmein, Mr. Culloden of Yandoon, Mr. Gray of Henzada, Mr. Francke of Sandoway, Mr. Philips and Mr. Gibson of Shwegyin, Mr. D'Attaides and Chaung Yin, Head and Second Masters of Bassein, Mr. O'Hara of Prome, Mr. Phipps of Tavoy, and Miss Tritton of the Municipal Girls' School, Rangoon.

The success of the schools under them, and the good tone and discipline that they maintain, reflect great credit on them.

I regret to have to refer to the utter failure at Akyab now for two years in succession. Mr. Campagnac, whose appointment was asked for by the people of the town, has failed in his management of both teachers and pupils. He has been allowed a year's probation. If matters do not materially improve, it will be necessary to make a change in the headmastership.

115. I have not during the year had the assistance I have a right to expect from the Superintendent of my office, Mr. P. A. Maher. I have been obliged to make a change in the office. Mr. Jones, the Accountant, who has been on deputation in the Office of the Inspector-General of Police, has been appointed Officiating Superintendent.

116. We have received much help from Mr. Batten, Deputy Commissioner, Tavoy; Mr. Soppitt, Deputy Commissioner, Katha; Mr. Hartnoll, Deputy Commissioner, Bassein; Mr. Porter, Deputy Commissioner, Pegu; Captain Strickland, Deputy Commissioner, Kyauksè; Colonel Cresswell, Deputy Commissioner, Prome; Captain Perkins, Deputy Commissioner, Lower Chindwin; Mr. Thurston, Deputy Commissioner, Thayetmyo; Captain Browning, Deputy Commissioner, Sagaing, and Mr. Todd-Naylor, C.I.E., Deputy Commissioner, Myingyan.

RANGOON:
The 1st July 1895.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

APPENDICES.

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1894-95.*

(For Details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1
171,430	Towns ... 60 Villages ... 28,709 Total ... 28,769	Males ... 3,887,156 Females 3,740,412 Total ... 7,627,568	Institutions ... For males ...	2	...	169	4,162	2	26	4,361	...	10,481	14,842	Institutions to number of towns and villages ... 52·43	
			Institutions ... For females	...	...	20	145	3	4	172	...	70	242		
			Institutions ... Total ...	2	...	189	4,307	5	30	4,533	...	10,551	15,084	...	
			Scholars ... Males ...	68	...	13,902	95,357	105	651	110,083	...	109,051	219,134	Male scholars to male population of school-going age ... 38·	
			Scholars ... Females ...	3	...	3,445	18,987	83	122	22,640	...	2,960	25,600	Female scholars to female population of school-going age ... 4·56	
			Scholars ... Total ...	71	...	17,347	114,344	188	773	132,723	...	112,011	244,734	...	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1894-95.*

(For Details see General Table No. IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males	53,597	...	4,24,194	1,91,861	26,989	53,387	7,50,028	...	33,507	1,31,116	18,751	95,681	3,750	65,678	3,48,483	12,07,480	
For females	...	...	78,079	21,105	4,749	5,036	1,08,969										
Total ...	53,597	...	5,02,273	2,12,966	31,738	58,423	8,58,997	...	33,507	1,31,116	18,751	95,681	3,750	65,678	3,48,483	12,07,480	
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	10·15	...	15·73	7·70	6·48	7·62	47·68	...	6·88	24·60	3·84	8·26	0·21	8·53	52·32	100	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 40·35
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	12·18	79·60	...	...	91·78	...	...	7·83	·01	0·38	...	...	8·22	100	Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... 10·47
(*c*)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	59·77	26·05	...	0·06	85·88	...	...	0·79	...	0·04	0·15	13·14	14·12	100	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ... 14·16
(*d*)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	4·44	...	41·60	17·63	2·63	4·84	71·14	...	2·77	10·86	1·55	7·93	0·31	5·44	28·86	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... ... 18·14
																	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 16·88
																	Total ... 100
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	716 14 7	...	16 11 1	...	169 10 0	44 7 3	63 9 5										
Cost to local and municipal funds	...	...	...	...	...	0 2 10	0 0 11										
Total cost ...	776 12 3	...	53 10 6	...	170 10 2	57 1 9	90 6 0										
Local fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	7 10 1	...	...	...	7 10 1										
Cost to municipal funds ...	...	...	27 15 6	22 7 1	...	...	27 6 2										
Total cost ...	...	...	57 3 7	35 13 6	...	...	54 15 6										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	...	...	3 2 1	0 9 9	...	87 10 10	1 3 2										
Cost to local and municipal funds	...	...	4 13 8	2 4 5	...	...	2 12 2										
Total cost ...	...	...	24 0 4	3 5 3	...	216 12 7	7 7 10										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	716 14 7	...	4 7 6	0 9 9	169 10 0	50 8 2	2 14 6										
Cost to local and municipal funds	...	...	7 5 5	2 5 5	...	0 10 1	3 5 9										
Total cost ...	766 12 3	...	29 4 8	3 6 11	170 10 2	79 7 10	10 11 6										

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

PUBLIC INSTI

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	68	69	61	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	68	69	61	...	...	...	...	...	...	...	...
Secondary Schools												
SCHOOL EDUCATION, GENERAL. For boys — High schools	2	1,115	1,124	957	3	681	710	582	...	...	...	...
For boys — Middle do. English	...	...	...	...	11	1,041	1,010	825	...	...	...	...
For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	1,115	1,124	957	14	1,722	1,720	1,407	...	...	...	...
Primary Schools.												
For boys	...	...	...	...	3	94	91	75	...	...	...	...
For girls	...	...	...	...	1	124	112	91	...	...	...	...
Total	...	...	...	...	4	218	203	166	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	105	104	91	...	...	...	...	...	...	...	...
Training schools for mistresses	3	83	82	79	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	1	8*	24	22	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	21	423	431	352	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	6	224	177	141	...	...	...	...	...	...	...	...
Total	33	843	818	685	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	36	2,026	2,011	1,703	18	1,940	1,923	1,573	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ... ...

* This number represents the new class formed on 1st March 1895. The old classes broke up on 31st January 1895, as the Law examinations com Many left after sending in their applications in December 1894. There were 22 on the rolls on the 15th December 1894 when applications went in.

Scholars in Burma for the official year 1894-95.

TUTIONS.																			
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.							
Aided by Government, or by Local Funds, or Municipal Boards.				*Unaided.*															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	3	3	3	...	...	...	...	2	71	71	53	3	17	7	2	6	39	3	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	3	3	3	...	...	...	...	2	71	71	53	3	17	7	2	6	39	3	...	
8	2,617	2,589	2,187	...	...	...	...	13	4,413	4,413	103	4,501	738	649	204	296	2,526	78	...	
38	3,334	3,204	2,606	...	...	...	...	49	4,375	4,354	3	4,727	209	1,097	404	282	2,383	399	...	
107	6,774	6,774	6,774	...	...	...	...	107	6,774	...	2,455	8,040	3	1,215	13	187	5,356	1,634	...	
6	900	865	765	...	...	...	...	6	900	900	1	835	861	16	2	3	18	...	185	
7	390	376	331	...	...	...	...	7	390	372	1	333	171	67	3	4	145	...	153	
7	495	495	495	...	...	...	...	7	495	...	12	383	...	291	1	46	157	...	113	
173	14,510	14,303	13,158	...	...	...	...	189	17,347	10,039	2,575	18,819	1,982	3,335	627	818	10,585	2,111	451	
1,673	57,907	57,817	57,654	2,486	51,427	51,427	51,427	4,162	109,428	1,152	47,561	117,381	40	7,754	1,018	1,286	99,330	15,973	...	
99	3,990	3,987	3,984	45	802	802	802	145	4,916	178	1,597	5,021	52	374	63	58	4,369	...	1,902	
1,772	61,897	61,804	61,638	2,531	52,229	52,229	52,229	4,307	114,344	1,330	49,098	122,402	92	8,128	1,081	1,344	103,699	15,973	1,902	
...	...	...	...	...	...	...	...	2	105	65	11	94	1	58	...	12	34	...	...	
...	...	...	...	...	...	...	...	3	83	16	...	79	16	62	...	...	5	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	8	8	...	...	5	...	1	1	1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	21	423	...	...	423	...	2	...	1	420	...	...	
2	118	103	96	...	...	...	...	2	118	72	...	46	10	35	1	1	71	...	...	
...	...	...	...	...	...	...	...	6	224	160	...	88	111	46	4	3	60	23	68	
2	118	103	96	...	...	...	...	35	961	321	11	730	143	203	6	18	591	23	68	
1,948	76,528	76,213	74,895	2,531	52,229	52,229	52,229	4,533	132,723	11,761	51,737	141,954	2,234	11,673	1,716	2,186	114,914	18,110	2,421	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For	boys	10,199	106,808	175	58,169	106,808	1	271	148	16	106,372	1,842	...	
						„	girls	70	852	...	436	852	...	...	...	...	852	...	152	
...	...	...	...	...	...	For	boys	251	3,566	...	3,389	43	...	...	...	3,566	...	368	...	
						„	girls	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For	boys	31	785	95	56	174	...	...	150	129	506	50	...	
						„	girls	...	...	...	...	...	...	...	...	...	...	...	...	
meuced on the first of February 1895.																				
						Total	...	10,551	112,011	270	62,050	107,877	1	271	298	3,711	107,730	2,260	152	
						GRAND TOTAL	...	15,084	244,734	12,031	113,787	249,831	2,235	11,944	2,014	5,897	222,644	20,370	2,573	

GENERAL TABLE IV-B—*Return of Expenditure on Public*

PUBLIC INSTI

UNDER PUBLIC MANAGEMENT.

Objects of expenditure.	*Managed by Government.*							*Managed by Local Funds and Municipal Boards.*							*Maintained by*			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	49,467	...	...	4,130	...	...	53,597	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	49,467	...	...	4,130	...	...	53,597	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys — High schools	18,765	...	...	41,546	...	...	60,311	7,645	...	11,586	19,168	...	...	38,399	...	...	...	...
For boys — Middle schools — English	...	...	...	...	...	...	...	5,483	...	36,518	18,029	...	...	60,030	...	...	...	...
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	18,765	...	...	41,546	...	...	60,311	13,128	...	48,104	37,197	...	...	98,429	...	...	...	...
Primary Schools.																		
For boys	...	...	...	...	...	...	...	...	...	1,870	1,177	...	...	3,047	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	2,686	1,543	...	...	4,229	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	4,556	2,720	...	...	7,276	...	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	26,972	...	...	17	...	...	26,989	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	4,578	...	...	171	...	...	4,749	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	3,301	...	...	1,499	...	...	4,800	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	20,702	...	...	3,989	...	...	24,691	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	4,090	...	112	2,102	...	299	6,603	...	...	...	...	...	...	...	...	...	...	...
Total	59,643	...	112	7,778	...	299	67,832	...	...	...	...	...	...	...	...	...	...	...
Buildings	12,773	130	...	...	...	...	12,903	...	...	60	...	...	...	60	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	12,773	130	...	...	...	...	12,903	...	...	60	...	...	...	60	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,40,648	130	112	53,454	...	299	1,94,643	13,128	...	52,720	39,917	...	...	1,05,765	...	...	...	...

(*a*) Rs. 1,324, (*b*) Rs. 243, and (*c*) Rs. 1,567 of these items represent the cost of the Kindergarten departments of the Government Normal School, garten departments attached to female schools.

Instruction in Burma for the official year 1894-95.

TUTIONS.

Native States.			Under private management.										Total expenditure from					
			Aided by Government or by Local Funds or Municipal Boards.						Unaided.									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand Total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	..	49,467	...	...	4,130	...	53,597
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	49,467	...	...	4,130	...	53,597
...	...	...	9,314	...	15,282	47,470	7,223	19,431	98,720	...	...	...	...	35,724	...	26,868	1,08,184	26,654	1,97,430
...	...	...	8,560	585	8,078	38,284	16,996	51,392	1,23,895	...	...	...	...	14,043	585	44,596	56,313	68,388	1,83,925
...	...	...	8,568	14,815	19,456	...	...	...	42,839	...	...	...	...	8,568	14,815	19,456	...	...	42,839
...	...	...	12,153	...	3,282	21,816	949	10,074	48,274	...	...	...	...	12,153	...	3,282	21,816	11,023	48,274
...	...	...	3,350	...	1,615	6,893	1,936	6,856	20,650	...	...	...	...	3,350	...	1,615	6,893	8,792	20,650
...	...	...	2,810	...	6,345	...	...	...	9,155	...	...	...	...	2,810	...	6,345	...	...	9,155
...	...	...	44,755	15,400	54,058	1,14,463	27,104	87,753	3,43,533	...	...	...	...	76,648	15,400	1,02,162	1,93,206	1,14,857	5,02,273
...	...	...	31,500	97,915	35,442	10,784	3,073	10,100	1,88,814	...	...	...	...	31,500	97,915	37,312	11,961	13,173	1,91,861
...	...	...	6,040	2,676	4,529	447	1,185	1,999	16,876	...	...	...	...	6,040	2,676	7,215	1,990	3,184	21,105
...	...	...	37,540	1,00,591	39,971	11,231	4,258	12,099	2,05,690	...	...	...	...	37,540	1,00,591	44,527	13,951	16,357	2,12,966
...	...	...	...	...	...	...	...	...	...	...	...	...	...	26,972	...	...	17	...	26,989
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,578	...	...	171	...	4,749
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	3,301	...	...	1,499	...	4,800
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	20,702	...	...	3,989	...	24,691
..	...	...	9,031	...	...	...	...	13,298	22,329	...	...	...	...	9,031	...	...	...	13,298	22,329
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,090(a)	...	...	112	2,102	299(b) 6,603(c)
...	...	...	9,031	...	...	...	...	13,298	22,329	...	...	...	...	66,674	...	112	7,778	13,597	90,161
...	...	...	27,456	350	...	...	...	54,912	82,718	...	...	...	...	40,229	480	60	...	54,912	95,681
...	...	...	1,000	...	250	...	..	2,500	3,750	...	...	...	...	1,000	...	250	.	2,500	3,750
...	...	...	28,456	350	250	...	...	57,412	86,468	...	...	...	...	41,229	480	310	.	57,412	99,431
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,507	...	...	...	...	33,507
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,19,680	9,886	1,350	...	...	1,31,116
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,973	...	...	...	...	4,973
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,521	...	...	...	...	4,521
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,964	16	6	...	...	1,986
...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,271	..	...	...	...	7,271
...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,560	...	22,462	...	1,656	65,678
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,13,676	9,902	23,818	...	1,656	2,49,052
...	...	...	1,19,782	1,16,341	94,279	1,25,694	31,362	1,70,562	6,58,020	...	...	...	...	4,87,234	1,26,373	1,70,929	2,19,065	2,03,879	12,07,480

Moulmein, and that attached to the Rangoon Baptist College, these being taken as boys' schools. The balance under each head is the cost of the Kinder

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1894-95.*

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
														Reading printed books.			*Not reading printed books.*					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																						
For boys	Departmental	English	2	1,115	118	2	120	445	...	445	292	...	292	258	...	258	...	...	...	1,113	2	1,115
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	14	1,722	46	...	46	608	4	612	554	3	557	507	...	507	...	...	...	1,715	7	1,722
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	46	5,951	115	1	116	1,491	57	1,548	1,726	139	1,865	2,151	271	2,422	...	...	...	5,483	468	5,951
		Vernacular	107	6,774	...	...	...	521	63	584	1,419	254	1,673	3,200	1,317	4,517	...	...	...	5,140	1,634	6,774
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		169	15,562	279	3	282	3,065	124	3,189	3,991	396	4,387	6,116	1,588	7,704	...	...	...	13,451	2,111	15,562
For girls	Departmental	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	13	1,290	1	36	37	25	233	258	61	276	337	251	407	658	...	...	...	338	952	1,290
		Vernacular	7	495	...	...	...	4	94	98	19	92	111	90	196	286	...	...	...	113	382	495
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		20	1,785	1	36	37	29	327	356	80	368	448	341	603	944	...	...	...	451	1,334	1,785
Total Secondary Schools			189	17,347	280	39	319	3,094	451	3,545	4,071	764	4,835	6,457	2,191	8,648	...	...	...	13,902	3,445	17,347

Primary Schools—																							
For boys	Departmental																						
	Local fund																						
	Municipal	3	94							37		37	56	1	57				93	1	94
	Native States																				
	Aided	1,673	57,907							3,585	711	4,296	41,010	12,601	53,611				44,595	13,312	57,907
	Unaided	2,486	51,427							19	9	28	48,762	2,637	51,399				48,781	2,646	51,427
	Total	4,162	109,428							3,641	720	4,361	89,828	15,239	105,067				93,469	15,959	109,428
For girls	Departmental																				
	Local fund																				
	Municipal	1	124							2	13	15	41	68	109				43	81	124
	Native States																				
	Aided	99	3,990							154	161	315	1,507	2,168	3,675				1,661	2,329	3,990
	Unaided	45	802										223	579	802				223	579	802
	Total	145	4,916							156	174	330	1,771	2,815	4,586				1,927	2,969	4,916
	Total *Primary* Schools	4,307	114,344							3,797	894	4,691	91,599	18,054	109,653				95,396	18,948	114,344
	GRAND TOTAL	4,496	131,691	280	39	319	3,094	451	3,545	7,868	1,658	9,526	98,056	20,245	118,301				109,298	22,393	131,691

GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Burma during the official year 1894-95.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	10	...	...	...	10	6	...	...	...	6	1	...	...	...	5	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	1	...	...	1	36	...	...	...	36	25	...	...	...	25	8	...	...	2	15	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Laws	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Laws	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3. Bachelor of Law		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																						
1. M. D		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																						
1. M. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																						
1. Licentiate in Teaching		...	5	59	64	7	55	137	461	660	7	43	26	233	369	36	117	3	10	143		
Schools for General Education—																						
Matriculation	Boys	...	5	10	...	15	93	46	9	9	157	38	18	4	1	61	24	...	1	...	36	
	Girls	...	...	5	...	5	...	25	...	...	25	...	9	...	...	9	9	...	...	...	...	
Middle School examination ...	Boys	...	16	44	13	73	285	328	40	191	844	195	215	16	44	470	41	93	24	29	283	
	Girls	...	...	11	...	11	1	90	3	4	98	1	58	1	1	61	32	25	...	...	4	
Upper Primary examination ...	Boys	...	18	533	...	551	766	5,903	...	...	6,669	449	3,800	...	...	4,249	92	526	116	134	3,381	
	Girls	...	1	38	...	39	15	1,352	...	...	1,367	12	922	...	...	934	142	257	9	19	507	
Lower Primary examination ...	Boys	...	18	1,187	...	1,205	704	24,833	...	...	25,537	545	17,199	...	...	18,044	118	938	538	536	15,914	
	Girls	...	1	60	...	61	32	8,337	...	...	8,369	24	5,686	...	...	5,710	165	591	67	70	4,817	
Public Service Certificate examination.	English	...	2	1	...	3	4	1	...	167	172	4	1	...	97	102	15	9	1	2	75	
	Vernacular		...	...	...	...	...	...	...	17	17	...	...	...	3	3	...	...	...	...	3	
Schools for General Instruction—																						
1. Training School examination for masters.	Upper	...	1	...	...	1	7	...	...	...	7	7	...	...	...	7	...	3	...	1	3	
	Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Training School examination for mistresses.	Upper	...	2	...	...	2	...	35	...	...	35	...	31	...	...	31	4	27	...	...	...	
	Lower	...	1	...	...	1	...	3	...	...	3	...	3	...	...	3	3	...	...	...	...	
3 School of Arts examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Medical examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying			20	...	7	27	416	...	45	94	555	178	...	14	25	217	...	...	...	1	216	
6. Industrial School examination ...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Veterinary examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In institutions managed by Local Fund Boards.												*In institutions managed by*			Total Local Fund expenditure on public institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	585	585
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,815	14,815
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,400	15,400
Primary Schools.															
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	97,915	97,915
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	2,676	2,676
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,00,591	1,00,591
Schools for Special Instruction.															
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	130	...	350	480
Furniture and apparatus (special grants only) ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Total ...	...	...	...	...	...	...	...	...	...	...	...	130	...	350	480
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,886
Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	16
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	9,902
GRAND TOTAL ...	...	...		...	...	...	...	...	...	...	...	130	...	1,16,341	1,26,373

Municipal Expenditure on Public Instruction in Burma for the official year 1894-95.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In institutions managed by Municipal Boards.											*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	681	710	582	7,645	11,586	...	19,168	...	...	38,399	...	...	15,282	26,868	26,868	
11	1,041	1,010	825	5,483	36,518	...	18,029	...	...	60,030	...	...	8,078	44,596	45,181	
...	...	...	...	...	...	...	...	...	...	...	...	...	19,456	19,456	34,271	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,282	3,282	3,282	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,615	1,615	1,615	
...	...	...	...	...	...	...	...	...	...	...	...	...	6,345	6,345	6,345	
14	1,722	1,720	1,407	13,128	48,104	...	37,197	...	...	98,429	...	...	54,058	1,02,162	1,17,562	
3	94	91	75	...	1,870	...	1,177	...	...	3,047	...	...	35,442	37,312	1,35,227	
1	124	112	91	...	2,686	...	1,543	...	...	4,229	...	...	4,529	7,215	9,891	
4	218	203	166	...	4,556	...	2,720	...	...	7,276	...	...	39,971	44,527	1,45,118	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	112	...	...	112	112	
...	...	...	...	...	...	...	...	...	...	...	112	...	...	112	112	
...	...	...	...	...	60	...	...	...	...	60	...	...	...	60	540	
...	...	...	...	...	...	...	...	...	...	...	...	...	250	250	250	
...	...	...	...	...	60	...	...	...	...	60	...	...	250	310	790	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,350	11,236	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	22	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	22,462	22,462	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	23,818	33,720	
18	1,940	1,923	1,573	13,128	52,720	...	39,917	...	...	1,05,765	112	...	94,279	1,70,929	2,97,302	

Return showing the classification of Pupils attending Public Institutions in Burma for the official year 1894-95 according to Religion.

Class of institution.	Total of public institutions.	Number of scholars on 31st March 1895.	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	2	71	24	6	2	38	1	
Oriental	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total ...	2	71	24	6	2	38	1	
School Education, General.								
Secondary Schools.								
For boys — English	62	8,788	2,693	578	608	4 875	34	
For boys — Vernacular	107	6,774	1,218	187	13	5,356	...	
For girls — English	13	1,290	1,115	7	5	124	39	
For girls — Vernacular	7	495	291	46	1	157	...	
Total ...	189	17,347	5,317	818	627	10,512	73	
Primary Schools.								
For boys	4,162	109,428	7,794	1,286	1,018	99,323	7	
For girls	145	4,916	426	58	63	4,366	3	
Total ...	4,307	114,344	8,220	1,344	1,081	103,689	10	
School Education, Special.								
Schools for Special Instruction.								
Training schools for masters ...	2	105	59	12	...	34	...	
Training schools for mistresses ...	3	83	78	...	...	5	...	
Schools of art	...	...	...	...	...	...	...	
Law schools	1	8	5	1	1	1	...	
Medical schools	...	...	...	...	...	...	...	
Engineering and Survey schools ...	21	423	2	1	...	420	...	
Industrial schools	2	118	45	1	1	71	...	
Other schools	6	224	157	3	4	60	...	
Total ...	35	961	346	18	6	591	...	
Total of Colleges and Schools of Public Instruction.	4,533	132,723	13,907	2,186	1,716	114,830	84	

G. B. C. P. O.—No. 4770, B. S., 13-11-95—590.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1895-96.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1896.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

For the year 1895-96.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-27, dated the 21st November 1896.

READ—

The Report of the Director of Public Instruction, Burma, for the year 1895-96.

RESOLUTION.—The report was despatched with commendable promptitude, reaching the Secretariat a month before it was due. The Chief Commissioner would be glad if an effort were made to condense the record of the year's work within a reasonable compass and to omit such details as are of minor importance. The Director should make it his aim to present a general view of the year's administration and of the progress made in carrying out the educational policy of Government, and should deal as concisely as possible with minor fluctuations in the statistics.

The report was accompanied by copies of the remarks recorded by Deputy Commissioners in forwarding the district returns. It has not been considered necessary to print these remarks *in extenso*, but the Chief Commissioner has read them with interest. It is hardly necessary to say that he concurs fully in the criticism of the Deputy Commissioner, Amherst, regarding the text-books supplied to Talaing monastic schools, namely, that these books should contain no references to Christian doctrine. The Chief Commissioner considers it unfortunate that books inculcating Christian doctrine in the guise of spelling-books were issued even temporarily for use in these schools, and he trusts that there will be no delay in replacing them by purely secular school-books.

General results.

2. The year under review was on the whole one of marked progress. The number of educational institutions of all sorts rose from 15,084 at the beginning to 15,732 at the close of the year, and the number of pupils in attendance from 244,734 to 253,629. Of these institutions, 10,839 were classed as private and 4,893 as public schools, and of the pupils, 72 were receiving University and 8,820 High and Middle English instruction. The number of girls in attendance at schools continued to increase, and a further cause for satisfaction is the large increase from 107 to 150 in the number of Middle Vernacular schools and from 6,774 to 9,790 in the number of pupils attending them. The Chief Commissioner is glad to notice this indication that Secondary instruction through the vernacular is growing rapidly in popular favour. The Education Department should do all in its power to foster this tendency. The statistics relating to Primary education show that a large number of schools, which in the previous year were not on the inspection list of the Education Department, qualified for recognition during the year under review.

Financial.

3. The total expenditure incurred on education amounted to Rs. 13,43,917, Provincial revenues contributing Rs. 5,31,164 and Municipal and other local funds Rs. 2,92,167. The sum realized as fees, namely, Rs. 2,38,238, exceeded by Rs. 19,173 the aggregate amount of fees paid in 1894-95. The share of the expenditure borne by Provincial funds continues to increase, chiefly in Upper Burma, where Municipal and other local funds cannot yet afford expenditure on education. Municipal funds spent Rs. 17,078 less than in the previous year, the decrease being mainly under the head "Miscellaneous." The explanation of this decrease on page 9 of the report is not clear.

Educational Syndicate.

4. A separate report has been received from the Educational Syndicate, describing the work performed by that body during the year 1895-96. The general body of the Syndicate met only once during the year, when it adopted the annual report for the year 1894-95 and elected the Executive Committee for the year 1896-97. The Executive Committee held 12 meetings. Their attention was for the most part devoted to the discussion of proposals regarding the provincial standards of examination and to the conduct of the examinations entrusted to the Syndicate. The Bernard Free Library was visited during the year by 3,027 persons, of whom 183 were pôngyis. The collection of Talaing manuscripts in the library has been examined, classified, and catalogued. The receipts of the Syndicate Fund (exclusive of the opening balance of Rs. 25,346) amounted to Rs. 1,62,332, of which sum Rs. 1,57,690 consisted of Government grants and fees from pupils and candidates for examination. The aggregate expenditure of the fund was Rs. 1,57,698, the year closing with a credit balance of Rs. 29,981. The financial relations of the Syndicate and the local Government have been recently revised, but no change has been effected in the arrangements made in 1886 and 1888 vesting in the Syndicate the control of the Rangoon College and its associated schools. The College has, however, with the Chief Commissioner's assent, been separated from the Primary and Middle schools, which have now been placed under a single headmaster. The Director of Public Instruction has taken exception to an order of the Executive Committee directing that the headmaster should be guided *generally* by Chapter VII of the Education Code. The Chief Commissioner agrees with the Director in considering that the regulations prescribed in Chapter VII apply as fully to the Collegiate school as to any other school under public management, and he would not approve of any departure from those regulations, except for cause clearly shown.

University education.

5. In the Rangoon College and the Baptist Mission College at Rangoon 74 University students were under instruction, the same number as in the previous year. Of these, 5 passed the B. A. and 17 the F. A. Examination. The Baptist College presented candidates for the F. A. Examination for the first time, and one passed. The Chief Commissioner cannot agree in the Director's remark that the results of the year are satisfactory. The decline in the number of passes from the Rangoon College at the F. A. Examination is not creditable to that institution. Up to the present no University candidate from Burma has taken up the "A" course of the Calcutta University, although extra expenditure has been incurred in order to provide lectures on the subjects prescribed for this course. The Educational Syndi-

cate have been asked to consider whether this expenditure should be discontinued in view of the unwillingness of candidates to avail themselves of the opportunity offered to them. The attention of the Syndicate is invited to the falling off in the number of candidates at the University examinations. The cause is not explained in the annual report of the Syndicate. The average number on the rolls of the Law classes at the Rangoon College was only 11, and the average attendance 8. Unless a marked improvement is soon apparent in the attendance at the lectures, the question of withdrawing the Government grant in support of the Law classes will have to be considered. The Syndicate have been asked to consider whether the Law lecturer should not be remunerated according to the attendance at the lectures rather than by a fixed salary as at present.

Secondary education.

6. There were 14 High schools with 4,404 pupils as compared with 13 schools and 4,413 pupils in the previous year. The number of Middle English schools rose from 49 with 4,375 pupils to 50 with 4,416 pupils. The increase in Middle Vernacular schools has already been referred to. Seventy students passed the Calcutta University Entrance Examination and 350 the provincial Seventh Standard, the figures for the preceding year being 65 and 469 respectively. The Chief Commissioner accepts the Director's explanation of the remarkable decrease in the number of passes by the Seventh Standard in Lower Burma. The conduct of this examination was during the year transferred from the Educational Syndicate to the Department of Public Instruction. It is a pity that school-managers were not, as it appears, given sufficient notice of the change in the conditions of the examination. The continued failure of the Akyab High School is not creditable to the Education Department and has led the Calcutta University to discontinue the holding of examinations at Akyab. Proposals are now before the Chief Commissioner for improving the management of this school. The Chief Commissioner regrets to notice the falling off in the number of Entrance passes in the Rangoon Collegiate School. The Government school, Moulmein, did well at the Entrance Examination, and the Chief Commissioner is pleased to see that the aided schools were more successful at this examination than in the previous year. The statistics showing the results of the Middle School Examinations in the indigenous schools of the province are very gratifying. In Lower Burma 479 pupils in Vernacular schools passed by one or other of the Middle standards compared with 363 in the previous year; while in Upper Burma the number of passes rose from 25 to 99.

The Chief Commissioner concurs in the Director's opinion that a good High school for boys might with advantage be established at Mandalay. But he considers that such funds as Government can allot for education in Upper Burma should, for the present, be chiefly devoted to the fostering of Vernacular education.

Primary instruction.

7. The total number of Primary schools under inspection rose from 4,500 with 129,143 pupils at the beginning of the year to 4,852 with 138,344 pupils at the end of the year. Of these, the number of pupils attending Burmese indigenous schools rose from 103,981 to 113,081. In the Burmese schools 23,807 pupils passed by one or other of the Primary standards, the corresponding number in 1894-95 being 20,785. The progress was greatest in Upper Burma, where the number of indigenous

schools rose from 2,123 to 2,394, and the number that received aid from Government rose from 533 to 892. In Lower Burma the improvement was fairly uniform throughout the province. In Upper Burma the advance was most conspicuous in Mandalay and Sagaing districts, while in the districts north of Mandalay strenuous efforts appear to be necessary to impress upon parents the advantages of education. Viewing the statistics regarding Primary education generally, the Chief Commissioner considers that the Education Department deserves congratulation on the results of the year's administration. He concurs in the praise given to the Deputy Inspectors, to whose efforts the improvement is in a great measure due. The substitution of itinerant teachers for teachers attached to schools has doubtless also served to bring more schools into touch with the department. The success of this measure in Upper Burma has induced the Chief Commissioner to sanction the Director's proposal to apply it also to Lower Burma.

There are still complaints from some districts of the apathy shown by the pôngyis as regards secular education. But in most districts the prejudice and hostility which the Department had to contend with in past years appear to be dying out, and the younger pôngyis, especially in Lower Burma, are ready enough to co-operate with the officers of the Department and to order the studies in their monastic schools according to the Government Code. The Chief Commissioner regrets to see that the statistics of Primary instruction in the chief town of the province, and under the immediate eye of the Education Department, are among the least satisfactory for the year under review. He trusts that this reproach will be removed by the efforts of the Director and the Municipal Committee.

Special subjects.

8. A Normal class for girls was established during the year at St. Mary's School, Rangoon, raising the aggregate number of Normal institutions to 6 with 205 pupils, as compared with 5 with 188 pupils in the previous year. In these schools the results of the Teachers' Final Test Examinations were not encouraging. In the Anglo-Vernacular examinations the number of pupils who qualified was slightly greater than in the previous year; but in the Vernacular examinations the passes fell from 31 to 8. The failure of the candidates trained in the Government Normal School at Moulmein was most conspicuous, and seeing that a large expenditure is incurred on this school, and that it is the only Government school for the training of teachers, some radical alteration seems necessary, either in the process of training or in the conduct of the examination. The Director is requested to ascertain and report where the fault lies. The general results of the examinations for teachers' certificates were also disappointing. Only 168 candidates qualified out of 670 who appeared for examination, the percentage of passes being only 25 as compared with 46 in the previous year. As regards the examinations by the Anglo-Vernacular grades, the following statement in the annual report of the Educational Syndicate is of interest: "The Examiners for the Anglo-Venacular grades reported that, while candidates answered well the questions on the routine work of a school, they failed in the majority of cases to satisfy the Examiners on questions relating to a knowledge of the prescribed text-books." The low percentage of passes in the Vernacular grades was perhaps due in some measure to the same causes. In the Resolution on the Education Report for 1893-94 the Chief Commissioner commented on the difficulty of the text-books then prescribed for these examinations. The rules have since then been recast and the list of text-books has

been revised. It is worthy of consideration whether the revision should not be carried still further. It seems unwise to set up a standard beyond the reach of most of the teachers, and perhaps too high for the present stage of education in the province. Having regard to the rapid growth of Primary schools and the increasing demand for qualified teachers, the Chief Commissioner requests the Director to consider whether the standard of difficulty of the teachers' examinations cannot be lowered without impairing the efficiency of the teachers for the duties which they have to perform. Meanwhile the Chief Commissioner gladly acknowledges the good work done by such institutions as the Teachers' Association, Rangoon, in fostering habits of study and self-improvement among the teachers themselves. The Kindergarten classes at the Missionary schools were well attended, and it is satisfactory to find that this useful method of training is being more fully recognized. It is observed that the statement on page 85 of the report does not show the attendance at the Kindergarten classes of the Government school, Moulmein, although the Director remarks that work was steadily carried on. The Educational Syndicate might consider the expediency of establishing Kindergarten classes in the Rangoon Collegiate School, which in this respect, as in all others, should be the model institution of the province. The results of the first year's work in the Government Engineering School at Rangoon were satisfactory, though the number of pupils was small. The training of midwives and sick-nurses in the Dufferin Maternity Hospital was continued with success, but the Chief Commissioner shares the Director's curiosity as to the manner in which the passed pupils are employed, and would be glad to receive information on this point. The Patamabyan Examinations in Pali have at length been revived, and the results of the first examinations held in June last augur well for the development of Pali studies. The Chief Commissioner sets a high value on these examinations, not only as a stimulus to Pali learning, but also as a means of winning the good-will of the Buddhist monks and securing their co-operation in the general work of education. Drawing continues to be taught in nearly all the schools maintained by Government or by Municipal Committees and measures have been adopted for extending the teaching of this subject to Vernacular schools. The Industrial school at St. Peter's Institute, Bassein, was managed successfully throughout the year, and the Chief Commissioner regrets that the Roman Catholic Missionaries have recently found it necessary to close it. The Technical school maintained by the Municipal Committee at Mandalay has also been closed. It furnished no higher instruction than the pupils might obtain from native craftsmen in the town without submitting to the restraints of school discipline, and it was found therefore that pupils were attending the school merely for the sake of the stipends paid by the Municipal Committee. Help would be willingly given under the Grant-in-Aid Rules in the establishment at Mandalay and other large towns of Technical schools suited to local needs and with a curriculum calculated to improve indigenous crafts or to spread a knowledge of such Western crafts as are necessary for the industrial development of the province. The Bghai-Karen Missionary school at Toungoo continued to do good work in teaching printing and book-binding.

Female education.

9. There was a large increase (from 172 to 190) in the number of schools attended by girls only. But the number of pupils attending such schools fell off, while the attendance

of girls at mixed schools for boys and girls increased. The favourable results attained by female candidates at the various examinations, as set forth in the table printed on page 89 of the report, indicate that there is a real demand for good schools for girls, while the falling off in the attendance at girls' schools shows that this demand is at present not adequately met. It is requested that the Director will devote renewed attention to this subject. The Chief Commissioner is unable to reconcile the Director's remark that a great need is felt for schools for girls only, especially in Akyab, with the further remark that the people of Akyab will not support such a school. The real difficulty probably lies in the dearth of efficient female teachers. The efforts of the department should be directed to supplying this want.

Special classes.

10. The statistics for European schools show a satisfactory improvement at examinations in the Middle and Primary standards, but otherwise call for no special remarks. Karen education made good progress during the year under review, but the attendance of pupils, though greater than that of 1894-95, was still considerably short of the figures of 1893-94. It is noteworthy that in Karen schools about 36 per cent. of the pupils are girls, the corresponding percentage in Burmese schools being only 15. The increase in Karen schools during 1895-96 consisted entirely of female pupils. Special education for Natives of India is afforded in Tamil and Mahomedan schools. The former are progressing steadily, but the special schools for Mahomedans are far from being in a flourishing condition. It is matter for surprise that the Mahomedan community of Rangoon do not show greater interest in education. The statistics regarding Mahomedan schools on page 42 of the Report are somewhat misleading. The figures for 1894-95 are inclusive of schools in Upper Burma, while the figures for 1895-96 refer only to Lower Burma.

General remarks.

11. The pôngyis' complaint (referred to on page 96 of the report) that their schools are inspected only in the dry weather and not during the rains, when the attendance of pupils is greatest, seems to the Chief Commissioner a not unreasonable one, and he desires that an effort should be made to comply with the pongyis' wishes in this matter. The Lenten period is essentially the season of monastic activity, and, if the monastic schools are never inspected in the rains, the Education Department will remain out of touch with a very large portion of the indigenous system of education.

The Chief Commissioner joins with the Director in deploring the necessity of reducing results grants actually earned under the rules, and is aware that such reductions cause dissatisfaction among school-managers. But expenditure on education, as in other departments, must depend on the condition of the finances, and the Chief Commissioner can only hope that the necessity for curtailing results grants will rarely arise in future.

Mr. Pope continued to hold the office of Director of Public Instruction throughout the year, and administered the Department in both Upper and Lower Burma with his usual zeal and ability.

By order of the Chief Commissioner,

D. H. R. TWOMEY,
Officiating Secretary.

BRANCH OF THE ASIATIC SOC

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1895-96.

INTRODUCTION.

THE year has been one of steady progress in Primary and Secondary education, Vernacular and Anglo-Vernacular, in Upper and Lower Burma. Higher education above the Middle stage shows very little change, except perhaps in the Entrance and Preparatory Entrance classes, which are slowly increasing. But when the Entrance Examination has been passed, the numbers that go on higher are small and seem to keep small.

2. A very pleasing feature of this year's Entrance results has been the large number of passes from schools other than the Rangoon Collegiate School. This is as it should be, and it will, I hope, continue, as it is an indication of better attendance and work in these schools.

3. Middle Vernacular schools in both Upper and Lower Burma show a distinct advance.

4. Anglo-Vernacular schools in Upper Burma are not doing all that is desired, especially toward supplying educated lads for employment in Upper Burma. For the present, employment can be got without an educational test, and boys will not remain in school. This concession for Upper Burma shortly comes to an end, and it would be well if it were widely known. Apart from this, the Anglo-Vernacular schools of Upper Burma suffer from a want of energetic and constant supervision, and from an inferior staff of teachers. So much has this been felt in some parts, that petitions have been sent in by the people, asking for the establishment of Government Anglo-Vernacular schools.

As to Higher education, there is none, except in the St. Joseph's Convent, Mandalay, where it has not been as yet a success. A good High school for boys is much needed.

5. The advance of Primary Vernacular education in Upper Burma is distinctly good, and shows that the system is popular. I think the success has been largely due to the personal interest and energy shown by the Upper Burma Deputy Inspectors, and to the fact that they had the advantage of the "Itinerant Teachers" system. In five years' time Primary education shows 2,394 registered schools with 53,877 pupils, against 2,355 registered schools and 76,120 pupils in Lower Burma. Now that the "Itinerant Teachers" system has been introduced into Lower Burma, I hope that next year a considerable spread of Primary education will be shown in Lower Burma.

In both Upper and Lower Burma Primary education has been and will be subject to great fluctuation in the number of schools, pupils and passes. Section V of this report shows what the causes are.

6. The work during the year has been carried on under the revised "Code" of 1895, which will be in force for five years, when another Conference of School

Managers will be called to consider what changes may be necessary. This fixity of work and of rules is of the utmost importance, and *I earnestly trust that no changes will be allowed within this period.*

There is a danger of school managers, whose schools have not done well, attacking the system at work, and sending in all manner of proposals for changes, instead of looking nearer home and putting their schools and the work of their teachers in better order.

If the annual inspection is to lead to changes in the system, and that just to please unsuccessful or dissatisfied managers, there will be endless confusion, and work will be thrown back. Teachers will lose all sense of responsibility for the success of their classes, pupils will be taught or not taught as teachers please, and neither the inspecting officers nor the managers will know what their duties are, or what system they have to work under.

7. All the examinations, from Standards I to VIII inclusive, are now conducted by the departmental officers, the Seventh Standard having been this year made over by the Educational Syndicate, and thus made purely a school test. The Seventh Standard is followed by a competitive examination for Upper and Lower Burma to decide the award of Middle English scholarships, which are tenable for two years in a High department.

8. I referred in paragraphs 1 and 2 of last year's report to the improvement in the work of inspection and examination. This year as well, the utmost care and attention were given to this. Standards IV to VIII inclusive were examined, Standards I to III, which consist of the smaller pupils, being left to school managers themselves to examine.

A complete programme of the work was drawn up, showing the days and hours of the examination, and apportioning the work definitely among certain officers. I took, as I intend to each year, a share of the inspection and examination. The work for the district schools was comparatively easy, each Inspector of Schools holding simultaneous examinations at the headquarters of each district, under his own personal supervision.

For Rangoon and Moulmein the work was somewhat harder and more complicated, but it was done without a hitch of any kind. In Moulmein two Inspectors held the examinations simultaneously, and in Rangoon the work was done by three Inspectors and myself. This year these two centres will have the assistance of an additional officer, making three for Moulmein and five for Rangoon, exclusive of the selected Deputy Inspectors who assist.

Not only has uniformity been secured in the examinations of Anglo-Vernacular schools, but the same has been done in the case of Vernacular schools the standard of which has been assimilated to that of Anglo-Vernacular schools. This has been secured by full and constant instructions to Deputy Inspectors of Schools by the Inspectors as to the form and difficulty of papers to be set, and by a liberal distribution among the Deputy Inspectors of Schools of the papers set by the Inspectors in the Anglo-Vernacular schools. By this means the Anglo-Vernacular and Vernacular schools have papers of equal difficulty, and the Vernacular education of the province is thus placed on a sound basis.

Every school was sent a programme and knew what to expect; the examinations were conducted partly *vivâ voce* and partly by paper; pupils were given ample time over their examinations, instead of being hurried and flurried, as they used to be under the old system, by a purely *vivâ voce* test; school managers were fully consulted, the class and examination marks of each school were taken into consideration, and every effort was made not to keep back a single pupil who had earned promotion, or who, though he failed, showed that he would really be the better for promotion.

I speak from personal experience of the work. I took my share of it, in addition to arranging and supervising the whole, and I have no hesitation in saying that it was thorough and fair to managers and pupils. Some schools are not satisfied; but, bearing in mind that the test was a simultaneous one, alike in every respect for all schools, the comparative statement of results, as given in

Section IV, will show that, where good work was done in a school, good results were produced. Schools here and there need closer attention, but the results on the whole are satisfactory. I guarantee to the Government that the examinations each year will be conducted with the utmost forethought and care as to arrangement, uniformity as to standard, fairness to managers and pupils, and progress to education in the province.

9. The new Code for European schools in India has raised the question of payment by results, and one of the great objections raised to this system is that it leads to a "neglect of the duller pupils." This statement seems founded on no practical experience of the work in the schools of the province. Here, as every pupil who has put in 250 attendances must be presented for examination, every pupil that fails reduces the grant and renders the school liable to be declared inefficient, while every pass increases the chances of a merit grant to the school. A manager who, under these circumstances, neglects the duller pupils, must be strangely constituted. He is much more likely to do so under some other system; it is this demand for results that makes teachers more careful. It is the only system under which a teacher is made responsible to his own manager and to the Government for good work.

The proposed system presupposes thoroughly conscientious, painstaking, and well-equipped inspections. The school is entirely at the mercy of the Inspector's judgment, which is formed on what he sees for a short time in the school. This judgment is not assisted or corrected by any written work; and the nervous pupil does not do himself justice. An Inspector may devote 5 or 10 minutes to examining a class in Grammar and decide its merit. Contrast this with the patient way in which a pupil is now allowed to do his work and show what he knows.

Managers will not be satisfied; they will say that too much is left to the Inspector, as will be the case. If an Inspector does shirk his work, there is no evidence of it, and a manager cannot appeal as there are no grounds to go on.

Our present system is better. Presumably the duller boys referred to are those likely to fail. Inspectors here always satisfy themselves by reference to the manager as to whether a pupil ought to have failed. The answers determine whether he is to be examined again with a view to thoroughly testing his knowledge, or whether he is to fail.

Our system combines all the accuracy of written examination, and all the fairness claimed for the system of class examination.

No other system is suitable, or will be, in Burma. We tried the other system some four years ago, and found the results so bad and the standard of work so deteriorated, that we had to revert to the present system. Moreover, the aided schools, the majority of which will not have the other system at any price, and prefer a thorough, searching examination by an Inspector of Schools, complained bitterly of the very easy terms on which pupils in the schools working under the other system were promoted by the managers, and pointed out that their boys were migrating in large numbers to get these easy terms.

The utter collapse of two of the largest schools at the Entrance Examination, a collapse that almost led to their removal from the list of schools recognized by the Calcutta University, was due almost entirely to ill-judged and wholesale promotions from class to class just to oblige pupils and their parents, and to gain a cheap popularity thereby. The reversion to the results-grants system has made a marvellous change for the better in these schools.

The steady increase in the passes throughout the province shown under every branch year by year, shows that strict and thorough examination by officers of the department is beginning to tell, and that pupils, dull and clever, are being better and more carefully taught.

Inspecting officers visit schools twice a year, one purely for inspection, and the second time for examination and subsequent inspection, with much profit to the schools and to education. *I strongly deprecate any change; it will mean a reversion to rotten work and to discontent.* I adhere to what I said in paragraph 3 of last year's report.

10. It was ruled that in Indigenous schools Agriculture might be substituted for Geography. The text-book in the former is so small and so easily learnt, that there has been a wholesale escape from the latter to the former, without a particle of gain to the cause of Agriculture.

The visit of Sir E. Buck, K.C.S.I., to Burma led to a discussion, at a Conference he held, on the introduction of Elementary science, including the Elements of agriculture, in the curriculum of the Anglo-Vernacular and Indigenous schools. It was found that, under existing circumstances, it was not feasible in the former, but that in the latter and in the Vernacular Normal School at Moulmein, such an addition would be to the advantage of Vernacular education. As there was no book on the subject, a sub-committee of experts was formed to prepare one. They are at work on it, and I hope that by May next it will be ready. Meanwhile, I deplore the loss to the cause of Geography.

11. I am glad to say the Inter-school sports were held under certain modified conditions, and I trust they will continue to be held each year. Football and cricket, especially the former, form an integral part of the sports of the schools of the province.

12. The "Teachers' Association" of Rangoon has done steady work during the year. Its Reference Library has considerably increased, and the Institute has been more largely attended. The English publishers have been very liberal in their grants of books, maps, and diagrams. Messrs. Longmans and Messrs. Bell, the latter representing several firms, have put up special book-cases for their exhibits. My thanks are due to the Revd. Mr. David for his good work as Honorary Secretary, and to all those who have helped forward the work of the Association.

Arrangements have been made for opening evening classes for Drawing, Vocal music and Commercial subjects. If successful, they will add much to the value and popularity of the Association.

13. For the Forest Scholarship Examination 3 candidates presented themselves and 2 passed.

14. The Patamabyan committee met regularly and made all arrangements for the first examination under this scheme to be held at Rangoon and Mandalay on the 17th June. The scheme has found much favour in Upper and Lower Burma from monks and laymen.

15. I submitted two schemes, one for placing education, Vernacular and Anglo-Vernacular, in Municipal towns on a more secure and efficient basis, and the other for improving the pay and prospects of the Subordinate Educational staff, so as to give them a fair prospect of promotion and to attract good men to the service. I hope that it will be found possible to give effect to both.

16. The Superior branch of the service as well needs revision; it is incomplete and holds out very little prospects to the officers recruited from England, especially when it is remembered that they have no opportunity of transfer to India to higher appointments. I urged some consideration of this question in my letter No. 345-14G., dated the 4th May 1892, when proposals were sent to the Secretary of State for India in connection with the re-organization of the Educational Services in India and Burma.

17. The 10 years' contract made by the Government with the Educational Syndicate in 1886 came to end on the 31st March. The new terms are being discussed. I am sorry it was not found possible to separate the school from the College, and place the latter under the control of the Department, as has been done with the schools at Bassein, Akyab, and Shwegyin. The High, Middle and Primary departments of the College are public schools under public management; they came under the rules of Chapter VII of the Code, and should be worked strictly under these rules, responsibility being definitely fixed on the Headmaster. The Principal of the College long ago pointed out that he could not be responsible for them. The Collegiate school should come under the same rules and the same procedure as to inspections, examinations, and reports thereon by the departmental officers, as the Municipal schools of the province.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

18. The following are the statistics for educational institutions in Upper and Lower Burma:—

Name of institution.	1894-95.		1895-96.		Average number of pupils.	Remarks.
	Schools.	Pupils.	Schools.	Pupils.		
PUBLIC INSTITUTIONS—						
University colleges	2	71	2	72	36	
High English schools	13	4,413	14	4,404	315	
Middle English schools	49	4,375	50	4,416	88	
Middle Vernacular schools	107	6,774	150	9,790	65	
Primary	4,162	109,428	4,453	116,225	26	
Special	35	961	39	1,014*	26	
Female	165	6,701	185	7,458	40	
Total Public Institutions ...	4,533	132,723	4,893	143,379	29	
PRIVATE INSTITUTIONS—						
Advanced, teaching—						
Pali	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	10,269	107,660	10,535	105,304	10	
Other schools not conforming to departmental standards, for religious instruction only.	282	4,351	304	4,946	16	
Total Private Institutions ...	10,551	112,011	10,839	110,250	10	
GRAND TOTAL ...	15,084	244,734	15,732	253,629	16	

* Includes the attendance of the Railway Apprentice School, Insein.

Colleges remain the same in number, with 1 more pupil. The two colleges have 72 pupils, whereas in 1893-94 one college had 76.

High schools have increased by 1, Maduray Pillay's School having been raised in grade; but the attendance has decreased by 9.

Middle English schools have increased by one, by the raising of the grade of the Myanaung school and St. Philip's School, Rangoon, the opening of the Karen school at Tharrawaddy, and the closing of the St. Mark's and St. John's schools at Akyab. The numbers have gone up by 41.

Middle Vernacular schools have increased by 43 in number and 3,016 in attendance.

The following *Primary schools* were closed during the year:—

Church of England School, Mandalay.
All Saints' S. P. G. School, Pyinmana.
St. Gabriel's S. P. G. School, Lammadaw, Rangoon.

The following were opened:—

R. C. M. Chinese School, Mandalay.
Methodist Episcopal Tamil School, Pegu.
Madrasa-i-Islamia, Rangoon.

The total increase is 291 in number and 6,773 in attendance.

Special schools are 4 more in number owing to the opening of the Engineering School, three Kindergarten schools—the Diocesan Girls', Rangoon, the Pwo-Karen, Bassein, and St. Mary's S. P. G., Rangoon,—and the St. Mary's S. P. G. Normal School; one school, the Industrial at Mandalay, was closed.

19. The following table shows the classification of schools according to their management :—

Name of institution.	1894-95.		1895-96.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
UNDER PUBLIC MANAGEMENT—					
Maintained by the department	36	2,026	41	2,146	
Maintained by Municipal Boards ...	18	1,940	18	2,021	
UNDER PRIVATE MANAGEMENT—					
Aided by the Grant-in-Aid Rules ...	87	8,491	85	8,479	
Aided under Indigenous School Rules ...	1,861	68,037	2,442	83,761	
Unaided	2,531	52,229	2,307	46,972	
Total ...	4,533	132,723	4,893	143,379	
Private Institutions	10,551	112,011	10,839	110,250	
GRAND TOTAL ...	15,084	244,734	15,732	253,629	

20. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in :—

Standard of education.	Number of schools.	Number of pupils.	HIGH STAGE.			MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
												Reading book.			*Not reading book.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High, English...	20	5,320	374	53	427	1,309	207	1,516	1,477	273	1,750	1,356	271	1,627	...	...	...	4,516	804	5,320
Middle, English	58	4,834	...	...	...	1,016	106	1,122	1,443	210	1,653	1,719	340	2,059	...	...	..	4,178	656	4,834
Middle, Vernacular.	163	10,656	...	...	...	679	205	884	1,929	615	2,544	4,770	2,458	7,228	...	...	...	7,378	3,278	10,656
Primary ..	4,611	121,483	...	...	...	...	...	...	4,456	936	5,392	97,045	19,046	116,091	...	...	..	101,501	19,982	121,483
Total ...	4,852	142,293	374	53	427	3,004	518	3,522	9,305	2,034	11,339	104,890	22,115	127,005	...	...	...	117,573	24,720	142,293

21. The following statement summarizes the foregoing figures and gives those of the previous year for comparison, the numbers being taken on the 31st March :—

Stage.	NUMBER OF PUPILS.		Increase.	Decrease.
	1894-95.	1895-96.		
High	319	427	108	...
Middle	3,545	3,522	...	23
Upper Primary	9,526	11,339	1,813	...
Lower Primary	118,301	127,005	8,704	...
Total ...	131,691	142,293	10,602	...

22. The number of pupils in all classes of institutions, Aided and Unaided, is shown in the following statement for each district in the province :—

Division.	District.	In public institutions.										In private institutions.						Grand Total.	
		Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.
Arakan ...	Akyab	...	...	718	560	3,050	3,296	12	17	3,780	3,873	...	...	5,170	5,667	5,170	5,667	8,950	9,540
	Kyaukpyu	...	...	95	87	297	629	9	18	401	734	...	...	1,636	1,701	1,636	1,701	2,037	2,435
	Sandoway	...	...	279	332	568	589	...	...	847	921	...	...	860	906	860	906	1,707	1,827
	Arakan Hill Tracts	...	...	...	...	...	...	...	...	...	..	...	...	28	73	28	73	28	73
Pegu ...	Rangoon	71	72	4,667	4,935	4,930	4,331	286	317	9,954	9,655	...	...	2,382	2,372	2,382	2,272	12,336	11,927
	Hanthawaddy	...	...	571	786	6,307	10,079	9	78	6,887	10,943	...	...	1,649	3,962	1,649	3,962	8,536	14,905
	Pegu	...	...	429	616	9,172	5,770	8	10	9,609	6,396	...	...	3,633	3,541	3,633	3,541	13,242	9,937
	Tharrawaddy	...	...	717	1,021	4,700	4,560	15	8	5,432	5,589	...	...	919	1,232	919	1,232	6,351	6,821
	Prome	...	...	664	748	2,272	3,439	147	82	3,083	3,269	...	...	6,584	6,823	6,584	6,823	9,667	10,092
Irrawaddy ...	Thôngwa	...	...	702	828	7,571	7,726	13	16	8,286	8,570	...	...	3,425	3,193	3,425	3,193	11,711	11,763
	Bassein	...	...	905	1,273	3,811	3,752	89	97	4,805	5,122	...	...	3,261	3,288	3,261	3,288	8,066	8,410
	Henzada	...	...	856	982	4,212	5,192	9	15	5,077	6,189	...	...	5,182	4,701	5,182	4,701	10,259	10,890
	Myaungmya	...	...	249	327	4,800	4,397	...	...	5,049	4,724	...	...	1,575	1,371	1,575	1,371	6,624	6,095
Tenasserim ...	Moulmein	...	...	2,008	1,951	2,161	2,377	142	136	4,311	4,464	...	...	603	475	603	475	4,914	4,939
	Amherst	...	...	454	86	3,573	2,567	...	...	4,027	2,653	...	...	4,390	4,029	4,390	4,029	8,417	6,682
	Thatôn	...	...	...	548	...	3,477	...	...	..	4,025	...	...	...	5,289	...	5,289	...	9,314
	Shwegyin	...	...	330	...	4,417	...	...	...	4,747	...	...	...	3,875	...	3,875	...	8,622	...
	Toungoo	...	...	967	1,368	2,303	4,282	15	15	3,285	5,665	...	...	4,131	3,348	4,131	3,348	7,416	9,013
	Tavoy	...	...	279	354	993	1,169	18	15	1,290	1,538	...	...	3,318	3,082	3,318	3,082	4,608	4,620
	Mergui	...	...	116	257	874	832	...	...	990	1,089	...	...	1,581	1,611	1,581	1,611	2,571	2,700
	Salween	...	...	...	...	71	56	...	...	71	56	...	...	224	225	224	225	295	281
Southern ...	Thayetmyo	...	...	347	524	2,395	2,376	7	6	2,749	2,906	...	...	2,704	2,741	2,704	2,741	5,453	5,647
	Total Lower Burma ...	71	72	15,353	17,583	68,477	69,896	779	830	84,680	88,381	...	...	57,130	59,530	57,130	59,530	141,810	147,911
Northern ...	Mandalay	...	...	1,276	1,787	6,628	8,524	55	27	7,959	10,338	...	...	9,565	10,007	9,565	10,007	17,524	20,345
	Bhamo	...	...	61	37	439	358	...	...	500	395	...	...	474	554	474	554	974	949
	Katha	...	..	...	...	514	500	...	...	514	500	...	...	1,128	1,130	1,128	1,130	1,642	1,630
	Ruby Mines	...	...	...	...	58	149	...	...	58	149	...	...	627	503	627	503	685	652
	Shwebo	...	...	72	203	1,403	1,371	19	14	1,494	1,588	...	...	2,266	4,370	2,266	4,370	3,760	5,958
	Myitkyina	...	...	...	...	...	80	...	...	...	80	...	...	...	149	...	149	...	229
Central ...	Ye-u	...	...	39	...	574	...	...	...	613	...	...	...	1,857	...	1,857	...	2,470	...
	Sagaing	...	...	246	291	1,335	3,579	21	31	1,602	3,901	...	...	5,734	3,187	5,734	3,187	7,336	7,088
	Lower Chindwin	...	...	30	244	2,699	3,241	...	...	2,729	3,485	...	...	4,593	4,723	4,593	4,723	7,322	8,208
	Upper Chindwin	...	...	...	...	1,581	1,614	...	...	1,581	1,614	...	...	1,042	1,098	1,042	1,098	2,623	2,712
Southern ...	Pakôkku	...	...	59	171	3,458	4,496	...	...	3,517	4,667	...	...	2,391	2,468	2,391	2,468	5,908	7,135
	Minbu	...	...	...	53	2,718	2,596	37	40	2,755	2,689	...	...	3,990	3,549	3,990	3,549	6,745	6,238
	Magwe	...	...	...	31	2,640	2,409	...	...	2,640	2,440	...	...	7,463	6,151	7,463	6,151	10,103	8,591
Eastern ...	Myingyan	...	...	23	101	6,901	7,241	...	...	6,924	7,342	...	...	4,619	4,811	4,619	4,811	11,543	12,153
	Kyaukse	...	...	58	64	555	660	18	31	631	755	...	...	1,941	1,935	1,941	1,935	2,572	2,690
	Meiktila	...	..	72	157	2,044	2,088	19	18	2,135	2,263	...	...	5,943	4,898	5,943	4,898	8,078	7,161
	Yamèthin	...	...	58	224	12,320	12,545	13	23	12,391	12,792	...	...	1,248	1,187	1,248	1,187	13,639	13,979
	Total Upper Burma ...	...	...	1,994	3,363	45,867	51,451	182	184	48,043	54,998	...	...	54,881	50,720	54,881	50,720	102,924	105,718
	Grand Total ...	71	72	17,347	20,946	114,344	121,347	961	1,014	132,723	143,379	...	...	112,011	110,250	112,011	110,250	244,734	253,629

23. The following is a comparative table of the expenditure of the last two years :—

Head of expenditure.	1894-95.		1895-96.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	49,467	53,597	51,830	71,228
Secondary	1,64,655	4,24,194	1,71,593	4,73,324
Primary	1,66,727	1,91,861	1,83,192	2,11,033
Female	52,942	1,08,969	67,166	1,53,985
Special	61,330	80,376	67,488	92,440
Scholarships	18,751	18,751	23,375	23,375
Buildings	40,769	95,681	39,861	92,661
Furniture and apparatus	1,250	3,750	5,974	11,274
Miscellaneous	64,022	65,678	40,438	42,183
Superintendence	1,64,623	1,64,623	1,72,414	1,72,414
Total ...	7,84,536	12,07,480	8,23,331	13,43,917

Under net Government expenditure there is an increase of Rs. 38,795. The following details explain this :—

(*a*) The Educational Syndicate expenditure for Collegiate instruction shows an increase of Rs. 2,363, entirely due to increments of salary earned by the Collegiate staff, and to the appointment of an Assistant Lecturer in English.

The fees are paid in to the credit of the Syndicate.

(*b*) Under Secondary education there is an increase of Rs. 6,938, and under Primary Rs. 16,465. The increase under both is due, as last year, to higher grants having been earned by and paid to the schools of this grade.

The advancement of certain Primary schools, and various other causes, such as the proper classification this year of charges by Municipalities, have also contributed to the increase. The net cost to Government of the Rangoon Collegiate School (*i.e.*, the High, Middle and Primary departments) was Rs. 13,894, the fees having been credited to the Syndicate Fund.

(*c*) The large increase of Rs. 14,224 under Female education is mainly due as last year, to higher grants having been earned by and paid to schools of this grade, both Anglo-Vernacular and Vernacular.

The opening of Normal and Kindergarten departments in St. Mary's S. P. G. School, Rangoon, and a Kindergarten department in the Diocesan Girls' High School, Rangoon, have also contributed to the increase.

The 4 Normal schools for Mistresses and the 6 Kindergarten schools conducted in St. John's Convent, Rangoon, A. B. M. Girls' School, Kemmendine, St. Mary's S. P. G. School, Rangoon, A. B. M. Morton Lane Girls' School, Moulmein, Methodist Girls' High School, Rangoon, and the Diocesan Girls' High School, Rangoon, are also included under the head "Female." The 4 former alone cost Rs. 5,706, and the 6 latter Rs. 4,618.

(*d*) Under "Special" there is an increase of Rs. 6,158, which is chiefly due to the opening of the Government Engineering School, Rangoon.

(*e*) There is an increase of Rs. 4,624 under Scholarships, which is accounted for by the full complement of Anglo-Vernacular and Vernacular scholarships which run for two, three and five years, having been taken up in Upper Burma, and to additional scholarships having been held in the three new Survey schools established at Tavoy, Shwebo, and Meiktila.

(*f*) The expenditure on Buildings shows a decrease of Rs. 1,056, and calls for no special remarks.

The following schools received grants during the year :—

	Rs.
St. Patrick's School, Moulmein ...	3,000
A. B. M. Karen School, Shwegyin ...	3,000
R. C. M. School, Gyobingauk ...	2,000
R. C. M. School, Pauksinbe, Bassein ...	2,000
Baptist College, Rangoon ...	3,000
St. Paul's High School, Rangoon ..	4,000
Anglo-Vernacular School, Letpadan ...	400
R. C. M. St. Joseph's Convent, Mandalay	6,000
R. C. M. St. Xavier's School, Mandalay	3,000
Total ...	26,400

The increase of Rs. 4,724 under Furniture and apparatus is due to more grants under this head having been paid, Rs. 3,324 being contributed from Local and Municipal Funds towards the supply of furniture and apparatus to Anglo-Vernacular and Indigenous Vernacular schools.

Rupees 11,728 and Rs. 83 were expended from Provincial and Local Funds respectively on repairs, alterations, &c., to the Rangoon College, Government Engineering School, Rangoon, Government Normal School, Moulmein, and Government Survey School, Kyauksè. The decrease of Rs. 23,584 under Miscellaneous, which comes chiefly under Municipal expenditure, is accounted for by a better classification of charges by Municipalities in the accounts submitted.

The increase of Rs. 7,791 under "Superintendence" is due to the following:—

(i) Increments of salary earned by officers and clerical establishments.
(ii) Additional exchange compensation allowance paid to officers.
(iii) Additional travelling allowance.
(iv) Office rent and taxes of the premises engaged in Merchant street by the Public Works Department for the combined Educational offices.
(v) The appointment of a durwan.

The fee receipts under all classes of institutions again show a most satisfactory increase (Rs. 2,38,238 were collected in both Upper and Lower Burma against Rs. 2,19,065 last year), or an increase of Rs. 19,173.

SECTION II.

CONTROLLING AGENCIES.

24. Mr. Goss was in charge of the Eastern Circle throughout the year, with the exception of a short time from the 11th June to the 17th August 1895, when he was absent on privilege leave.

Mr. Wedderspoon, Inspector of Schools, Central Circle, was absent on privilege leave for three months and a half from the 15th August 1895.

Mr. Potter was in charge of the Western Circle during the whole year.

Mr. Bird officiated during the whole year in Upper Burma for Mr. Wells, who was invalided.

A few changes among the Deputy Inspectors took place, but they need not be referred to.

25. The following table shows the work done by these officers:—

Name.	Total days in charge.	Days in charge.			Days spent at head-quarters on general duty.	Days spent at head-quarters on inspection.	Days spent on tour of inspection.	Number of inspections made.
		Eastern circle.	Central circle.	Western circle.				
Mr. Goss*	299	299	92*	...	149	36	114	138
Mr. Wedderspoon	274	...	274	...	78	36	160	237
Mr. Potter	366	...	...	366	220	43	103	191
Mr. Bird	366	...	...	...	112	50	204	203

* In addition to Eastern Circle.

26. The following Deputy Inspectors are commended for specially good work:—

Maung Po Maung, K.S.M., of Prome, who has since been selected to officiate as Inspector of Schools.

Maung Tun Hla (2) of Thôngwa. His inspections are thorough and his district is progressing.

Maung Po Win of Myaungmya.

Yusuf Khandia of Minbu and Magwe, who has been very successful in the monastic schools.

Maung Pru of Tharrawaddy. His district is one of the best managed in the province.

Maung Shwe Hmon of Rangoon Town.

Maung Tu, B.A., of Thatôn.

Maung Mon of Hanthawaddy, under whom the district is rapidly improving.

J. Samuel, Deputy Inspector of Tamil and Telugu Schools.

Maung Lu, Karen Deputy Inspector. *His work among the Karens deserves special notice and recognition.*

Maung Kyaw Yan, Sub-Inspector, Mergui, who has since been appointed Deputy Inspector of Myingyan.

Ainuddin of Akyab would have been commended, had he not neglected the work in the district in favour of the town.

Maung Po Kyin of Meiktila and Kyauksè.

Maung Po San of Sagaing, an officer of much zeal and intelligence.

Maung So Pe of Mandalay district, and Maung Tôk Gyi of Shwebo.

The work of Maung Tun Hla, Chindwin, Maung Po Nwe, Bassein, and Maung Taw Phru, Bhamo and Katha, leave much to be desired. They are senior officers and should do much better work. Maung Tun Hla has not done his duty by the Upper Chindwin, though his work in the Lower Chindwin has been fairly good. Maung Po Nwe I consider beyond work. It would be to the advantage of the Government to pension him. Maung Taw Phru spends too much time in silly argument and too little on the work necessary for advancing education in his charge.

27. The following table shows the work done by the Deputy and Sub-Inspectors in Upper and Lower Burma :—

Name.	District.	Number of days in charge.	Days spent.		Days inspected.		Number of visits paid.		Total.
			Headquarters.	District.	Headquarters.	District.	Headquarters.	District.	
Deputy-Inspectors of Schools.									
Ainuddin ...	Akyab	366	217	149	38	112	45	535	580
Maung Me Gri ...	Kyaukpyu	366	160	206	12	118	11	255	266
Maung Than ...	Sandoway	366	141	225	30	182	19	259	278
Maung Tun ...	Henzada	366	97	269	27	234	66	820	886
Maung Tun Hla (2)...	Thôngwa	366	53	313	33	275	14	692	706
Maung Po Ni ...	Thôngwa and Henzada	366	78	288	3	164	...	278	278
Maung Po Win ...	Myaungmya ...	366	115	251	11	139	16	325	341
Maung Po Nwe ...	Bassein	298	152	146	52	116	66	249	315
Maung Ba Naung ...	Do.	68	56	12	2	10	13	37	50
Maung Nyan Kyai...	Bassein and Myaungmya	310	88	222	8	168	6	211	217
Maung U ...	Do. ...	56	8	48	...	35	...	43	43
Yusuf Khandia ...	Minbu and Magwe ...	366	102	264	35	202	34	1,194	1,228
Maung Maung ...	Thayetmyo	366	138	228	37	179	46	896	942
Maung Po Maung ...	Prome	366	157	209	43	180	118	620	738
Maung Pru ...	Tharrawaddy ...	366	95	271	6	153	5	303	308
Maung So Pe ..	Hanthawaddy ...	61	29	32	1	1	...	...	...
Maung Mon ...	Do. ...	305	87	218	5	209	...	583	583
Maung San Ye ...	Pegu	366	113	253	32	183	61	475	536
Maung Shwe Hmon	Rangoon	275	275	...	211	...	378	...	378
Mr. J. Samuel ...	Rangoon, Hanthawaddy, Pegu and Amherst.	366	240	126	112	86	124	102	226
Maung Bwa ...	Yamèthin	366	92	274	12	229	35	830	865
Maung Pa Ha ...	Toungoo	366	156	210	26	211	41	333	374
Maung Po Gywe ...	Do.	301	118	183	52	173	96	434	530
Maung Tu, B.A. ...	Shwegyin	122	58	64	7	41	8	86	94
Maung Tu, B.A. ...	Thatôn	244	77	167	9	84	13	178	191
Maung Waik ...	Moulmein Town ...	366	366	...	226	...	344	...	344
Maung Tun Zan U...	Amherst	366	146	220	13	162	6	361	367
Maung San Dwa ...	Do.	366	83	283	7	127	4	271	275
Maung Shwe Ni ...	Tavoy and Mergui ...	91	26	65	...	2	...	2	2
Maung Shwe Ni ...	Pegu	275	35	240	...	176	...	208	208
Maung Lu ...	Hanthawaddy, Tharrawaddy and Prome districts.	366	37	329	6	239	3	267	270

Name.	District.	Number of days in charge.	Days spent.		Days inspected.		Number of visits paid.		Total.
			Headquarters.	District.	Headquarters.	District.	Headquarters.	District.	
Deputy Inspectors of Schools.									
Maung Shwe Wa ...	Amherst	338	91	247	...	160	...	351	351
Maung Tun Ôn ...	Tavoy and Mergui ...	275*	142	133	44	107	104	200	304
Maung Kyaw Yan...	Mergui	366	146	220	50	111	76	152	228
Maung Kyaw Yan...	Tavoy and Mergui ...	91	15	76	2	23	5	24	29
Maung Tha Do Kaing.	Mandalay Town ...	366	366	...	259	...	920	...	920
Maung Ba Thwin ...	Mandalay district ...	68	48	20	...	20	..	16	16
Maung So Pe ...	Do. ...	298	86	212	6	212	2	911	913
Maung Taw Pru ...	Upper Irrawaddy ...	366	153	213	13	210	9	306	315
Maung Tôk Gyi ...	Shwebo	366	92	274	16	274	41	824	865
Maung Po San ...	Sagaing	366	129	237	25	167	42	661	703
Maung Tun Hla ...	Chindwin	366	126	240	34	229	6	819	825
Maung Po Kyin ...	Meiktila and Kyauksè ...	366	120	246	105	213	26	1,138	1,164
Maung Paw Din ...	Myingyan	366	154	212	53	175	181	619	800
Maung Po U ...	Pakôkku	366	98	268	34	191	44	536	580

* Three months' privilege leave from the 16th September 1895.

28. The department, by the transfer of the Seventh Standard from the Educational Syndicate, has had its work considerably increased, and I am glad and proud to say, that the work in every direction, Anglo-Vernacular and Vernacular, at headquarters and in the districts, has been done with a cheerfulness, thoroughness, accuracy, and punctuality that has advanced education and been specially of advantage to school managers, Vernacular and Anglo-Vernacular. Of the Inspectors of Schools who have brought about this result I have to thank Mr. Goss, whose long experience and knowledge of the Burman is of much value.

Mr. Wedderspoon and Mr. Potter have worked very hard, and the quality of their work has been good. The examinations conducted by them and by Mr. Goss have been carefully arranged and punctually carried out. They have been in full touch with the managers and with the officers under them. They are proud of their circles, and there is nothing they find that is too much to do to promote education, Vernacular and Anglo-Vernacular, in them and in the province generally.

As I said last year, our work requires an amount of forethought and arrangement, of tact and energy, that has only to be undertaken to be appreciated.

I regret I cannot speak in terms of satisfaction of the work done by the Officiating Inspector in Upper Burma. He has shown himself wanting in many respects. Mr. Potter will shortly take charge of this circle and it will be in good hands.

SECTION III.

UNIVERSITY EDUCATION.

29. As last year, there are two Colleges, the Rangoon College teaching up to the B.A. and the Baptist College teaching up to the F.A. The average number on the rolls and the average attendance in them during the past two years is as follows :—

Institution.	Average number on the rolls.		Average attendance.	
	1894-95.	1895-96.	1894-95.	1895-96
Rangoon College	69	65	61	60
Baptist College, Rangoon	5	9	5	9

N.B.—In the Baptist College 2 pupils of the Normal department also read in the college during 1894-95 and 5 pupils during 1895-96, hence the increase.

In the Rangoon College there were 65 pupils, 16 in the B.A. and 49 in the two F.A. classes; in the Baptist College 9 pupils in the two F.A. classes. In the former 8 went up for the B.A. as against 10 last year, and 5 passed, none taking honours; 23 went up for the F.A. as against 36 last year, and 16 passed, 2 in the first, 3 in the second, and 11 in the third division. In the latter 5 went up for the F.A., and 1 passed in the third division. The Baptist College sent up candidates this year for the first time. It laboured under special difficulties owing to sickness among its professors, and the difficulty of arranging for their work. The staff this year has been much strengthened, the classes are larger, and I think better results may be expected.

30. The Law classes of the Rangoon College have been under Mr. Lentaigne, Barrister-at-Law. The numbers have fallen off from an average of 24 to 11 and attendance from 22 to 8. The Principal in his report says nothing of this decrease or of the reasons for it. I am inclined to think that the preliminary qualification in Burmese required of Advocates has put an end to the rush made by natives of India, and Europeans and Eurasians, to the College, when this very necessary qualification did not exist. If this is the case, the decrease need not be regretted, though it seems a pity Burmans and Karens do not avail themselves of the opportunity offered them.

31. The College has been finally separated from the Middle and Primary departments, and the Principal is no longer responsible for the latter, the responsibility now resting on the newly appointed Headmaster, who will have to work hard, and do a good deal in the way of genuine supervision and control, before these departments are put in a good healthy state.

32. Though the attendance and the numbers presented for B.A. and F.A. this year are less than those of last year, the results are satisfactory.

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER (STANDARDS V TO IX INCLUSIVE).

33. Upper Secondary includes the High department (Standards VIII and IX), and Lower Secondary the Middle department (Standards V, VI, and VII).

The Eighth and Ninth Standards, *i.e.*, the Preparatory Entrance and Entrance classes, were well attended, and the results are satisfactory.

For the Entrance Examination 188 went up and 70 passed, 9 in the first, 37 in the second, and 24 in the third division. The results last year were 162 presented and 65 passed.

The chief feature of this year's results has been the great increase in the passes among candidates other than those from the Rangoon Collegiate School. This is a good sign, and I hope it will continue.

The highest places in the examination were taken by boys from the Government High School, Moulmein, and the Municipal High School, Bassein.

For the Eighth Standard last year 206 went up and 184 passed; this year 233 went up and 199 passed. The optional subjects of the Fifth, Sixth and Seventh Standards, which are compulsory in the Eighth and Ninth Standards, namely, Geography, Euclid, Algebra, and the two Histories, are still weak and show indication of not being well taught in Standards V, VI and VII.

In future, as no pupils will be promoted from Standard VII to VIII unless they pass in Geography, Euclid, and Algebra, I hope this defect will be remedied.

The average monthly attendance in the High schools of Upper and Lower Burma was 431 as against 325 last year.

34. By the Seventh Standard in Upper and Lower Burma 469 passed in 1894-95 and 350 in 1895-96. In Upper Burma 12 passed in 1894-95 and 44 in 1895-96.

Standard VII has not done as well as usual. Owing to the examination being no longer simultaneous, but held at different times in different districts, some schools were not able to complete their full year's work and suffered accordingly.

On the whole, the results of the examinations were not unsatisfactory, and better results may confidently be looked for next year.

35. The following statement shows the classification of the Anglo-Vernacular and Indigenous boys' schools in which Secondary instruction is given and the number of pupils in attendance during the last two years :—

Classification of schools.	1894-95.		1895-96.	
	Schools.	Pupils.	Schools.	Pupils.
HIGH ENGLISH—				
Maintained by the department	2	1,115	2	1,144
Maintained by Municipal Boards	3	681	3	637
Aided under the Grant-in-Aid Rules	8	2,617	9	2,623
Unaided	...	...	...	...
Total ...	13	4,413	14	4,404
MIDDLE ENGLISH—				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	11	1,041	12	1,191
Aided under the Grant-in-Aid Rules	38	3,334	38	3,225
Unaided	...	...	...	...
Total ...	49	4,375	50	4,416
MIDDLE VERNACULAR—				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-Aid Rules	...	...	...	...
Aided under the Indigenous School Rules	107	6,774	150	9,790
Total ...	107	6,774	150	9,790
GRAND TOTAL ...	169	15,562	214	18,610

A.—*Upper Secondary.*

36. The following are the results of the Calcutta University Entrance and the Provincial Seventh Standard Examinations for the year under report and past year 1894-95 :—

Class of institution.	1894-95.			1895-96.		
	Entrance (Ninth standard).	Middle (Seventh standard).	Total.	Entrance (Ninth standard).	Middle (Seventh standard).	Total.
From schools under public management ...	39	190	229	39	111	150
From public schools under private management and aided under the Grant-in-Aid Rules.	26	259	285	31	214	245
From public schools under private management and aided under the Indigenous School Rules.	...	20	20	...	25	25
Total ...	65	469	534	70	350	420

37. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1894-95 and 1895-96:—

Name of school.	1894-95.				1895-96.			
	First division.	Second division.	Third division.	Total.	First division.	Second division.	Third division.	Total.
Rangoon Collegiate School	4	14	9	27	4	14	2	20
Diocesan Boys' High School	3	2	1	6	1	2	...	3
Diocesan Girls' High School	...	...	...	...	...	...	...	...
Akyab Municipal High School	...	...	...	...	...	2	...	2
Moulmein High School	...	4	2	6	1	6	5	12
Bassein High School	...	2	1	3	1	1	...	2
Bassein Sgaw-Karen High School	...	...	...	...	...	...	2	2
Prome Municipal High School	1	1	1	3	...	2	1	3
St. Paul's High School, Rangoon ...	1	1	3	5	1	3	3	7
St. John's College, S. P. G., Rangoon ...	...	...	1	1	...	1	2	3
Baptist College, Rangoon	...	1	4	5	...	3	1	4
Episcopal Methodist Girls' High School, Rangoon	...	...	1	1	...	...	...	...
St. John's Convent, Rangoon	...	4	2	6	1	1	2	4
St. Joseph's Convent, Moulmein	...	...	1	1	...	1	1	2
St. Patrick's School, Moulmein	...	...	...	...	...	1	3	4
St. Joseph's Convent, Mandalay	...	...	...	...	...	...	...	...
English Girls' High School, Moulmein ...	...	...	1	1	...	...	1	1
St. Gabriel's S. P. G. High School, Rangoon ...	...	...	...	...	...	...	1	1
Total ...	9	29	27	65	9	37	24	70

38. The following statement shows the percentage of passes in Standards VIII and IX of all High schools in Upper and Lower Burma:—

No.	Name of school.	Percentage of passes in Standard VIII.	Percentage of passes in Standard IX.	Remarks.
1	Rangoon College, Rangoon	74·1	40	
2	Baptist College, Rangoon	82·1	28·5	
3	Maduray Pillay's High School, Rangoon	100	None presented.	
4	St. Gabriel's S. P. G. High School, Rangoon	100	33·3	
5	St. John's R. C. M. Convent, Rangoon	100	36·3	
6	St. John's College, S. P. G., Rangoon	66·6	30	
7	Diocesan Boys' High School, Rangoon	100	60	
8	Diocesan Girls' High School, Rangoon	100	None presented.	
9	St. Paul's High School, Rangoon	100	50	
10	Methodist Episcopal Girls' School, Rangoon	50	*Nil.*	
11	Municipal High School, Prome	100	33·3	
12	Municipal High School, Bassein	100	28·5	
13	Sgaw-Karen High School, Bassein	70	33·3	
14	Government High School, Akyab	100	22·2	
15	Government High and Normal School, Moulmein ...	83·3	46·1	
16	St. Patrick's School, Moulmein	100	66·6	
17	English Girls' High School, Moulmein	100	33·3	
18	St. Joseph's Convent, Moulmein	100	50	
19	St. Joseph's Convent, Mandalay	100	...	

B.—*Lower Secondary.*

39. The following statement shows the percentage of passes in the compulsory and optional subjects, Standards I to VII inclusive, for all Anglo-Vernacular schools in Lower Burma, and also the Merit grant awarded in each school.

The percentage of passes in the optional subjects is reckoned on the supposition that two optionals are taken in Standards I to IV and four optionals in Standards V to VII :—

No.	Name of school.	Percentage of passes in Compulsory subjects.	Percentage of passes in Optional subjects.	Merit grant awarded.	Remarks.
1	Rangoon College, Rangoon	61·4	9·4	...	
2	St. John's College, S. P. G., Rangoon ...	71·8	9·6	Fair.	
3	Baptist Mission College, Alôn, Rangoon ...	85·5	32·2	Good.	
4	St. Paul's High School, Rangoon ...	68·7	35·2	...	
5	Diocesan Boys' High School, Rangoon ...	69·6	15·03	...	
6	St. Gabriel's S. P. G. School, Rangoon ...	82·6	17·7	Fair.	
7	Maduray Pillay's High School, Rangoon...	97·06	72·2	Good.	
8	St. John's R. C. M. Convent, Rangoon ...	75·2	31·7	Do.	
9	Diocesan Girls' High School, Rangoon ...	76·4	43·5	Do.	
10	Methodist Episcopal Girls' School, Rangoon	70·1	78·2	Fair.	
11	Cantonment Anglo-Vernacular School, Rangoon.	96·6	56·6	Good.	
12	A. B. M. Boys' School, Lammadaw, Rangoon.	86·1	13·5	Do.	
13	St. Barnabas' School, Pazundaung, Rangoon.	68·08	6·2	...	
14	St. Antony's R. C. M. School, Rangoon	72·3	28·2	...	
15	St. Mary's S. P. G. School, Rangoon ...	64	46·4	...	
16	Lutheran Mission School, Rangoon ...	86·2	26·5	Good.	
17	Old Convent, Fraser street, Rangoon ...	78·4	3·5	...	
18	St. Philip's School, 22, Brooking street, Rangoon.	95·8	8·7	Fair.	
19	Anglo-Vernacular Baptist Mission Tamil and Telugu School, 73, Dalhousie street, Rangoon.	82·5	37·6	Do.	
20	Madrasa-i-Islamia, Rangoon ...	96·6	61·6	Good.	
21	Baptist Boys' School, 76, Dalhousie street, Rangoon.	95·5	19·1	...	
22	A. B. M. Tamil and Telugu School, College street, Rangoon.	90	27·5	...	
23	Bishop's Home School for Girls, Rangoon	73	41·6	Good.	
24	Municipal Girls' School, Rangoon ...	90·1	35·1	Fair.	
25	St. Gabriel's Branch, Ottan, Lammadaw, Rangoon.	50	...	...	
26	Government High and Normal School, Moulmein.	62·4	37·9	...	
27	Anglo-Vernacular School, Daingwinkwin...	45·4	·9	...	
28	A. B. M. Sgaw-Karen School, Alôn, Rangoon.	82·1	7·6	Fair.	
29	Cantonment School, Moulmein ...	91·9	32·4	Good.	
30	A. B. M. Boys' School, Moulmein ...	70·7	33·2	Fair.	
31	St. Augustine's School, S. P. G., Moulmein	46·02	9·6	...	
32	Mizpah Hall School, Moulmein ...	84·1	11·7	Good.	
33	A. B. M. Karen School, Daingwinkwin ...	63·3	2·2	...	
34	St. Matthew's School, Moulmein ...	81·2	6·8	..	
35	St. Patrick's School, Moulmein ...	42·15	9·1	...	
36	English Girls' High School, Moulmein ...	63·7	52·02	Fair.	
37	St. Joseph's Convent, Moulmein ...	76·4	42·7	...	
38	Municipal High School, Bassein ...	76·6	46·4	Good.	
39	A. B. M. Sgaw-Karen School, Bassein ...	71·7	25·9	Do.	
40	A. B. M. Pwo-Karen School, Bassein ...	68·9	41·1	Fair.	
41	A. B M. Burmese School, Bassein ...	100	38·9	Good.	
42	St. Peter's R. C. M. School, Bassein ...	82·9	15·9	Fair.	
43	Municipal School, Henzada	91·1	52·9	Good.	
44	A. B. M. Karen School, Henzada ...	84·9	22·1	Do.	
45	A. B. M. Burmese School, Henzada ...	75 3	12·5	Fair.	
46	A. B. M. Pwo-Karen School, Ma-ubin ...	68·2	28·5	Do.	
47	Anglo-Vernacular Town School, Ma-ubin	80·9	18·9	Good.	
48	Municipal School, Yandoon	81·6	56·3	Do.	
49	Municipal School, Myanaung... ...	100	25	Do.	
50	Municipal School, Ngathainggyaung ...	58·9	23·07	...	
51	Municipal School, Pantanaw	66·6	...	...	
52	Municipal School, Sandoway	85·7	40	Good.	
53	Municipal School, Kyaukpyu	79·6	51·8	Fair.	
54	Municipal School, Kyangin	93·5	15	Good.	
55	A. B. M. Mixed School, Danubyu ...	79·1	...	Do.	
56	Municipal High School, Akyab ...	70·04	46·6	Do.	
57	Municipal School, Thatôn	79·6	14·4	Fair.	
58	Municipal School, Pegu	81·3	14·5	Do.	
59	Municipal School, Paungdè	68·8	5	...	
60	Municipal School, Shwegyin	78·49	49·5	Good.	
61	Municipal School, Mergui	83·4	38·2	Do.	

No.	Name of school.	Percentage of passes in Compulsory subjects.	Percentage of passes in Optional subjects.	Merit grant awarded.	Remarks.
62	Municipal School, Tavoy	76·4	33·2	Good.	
63	Municipal High School, Prome ...	75·4	21·9	Fair.	
64	Railway Tamil School, Insein ...	87·9	7·3	Good.	
65	A. B. M. Chin School, Thayetmyo ...	63·2	16·6	Do.	
66	St. Andrew's S. P. G. School, Thayetmyo	71·8	16·03	Do.	
67	A. B. M. School, Gyobingauk ...	83·3	...	Do.	
68	St. Michael's R. C. M. School, Gyobingauk	80·8	13·20	Do.	
69	R. C. M. Boys' School, Nyaunglebin ...	87·5	9·3	Do.	
70	Anglo-Vernacular School, Kyaikto ...	73·3	33·3	...	
71	A. B. M. School, Zigôn	92·2	1·7	Good.	
72	St. Joseph's Convent, Thônzè ...	95·3	13·4	Do.	
73	St. Joseph's R. C. M. Convent, Toungoo ...	100	61·9	Do.	
74	A. B. M. Paku-Karen School, Toungoo ...	76·5	21·4	Do.	
75	R. C. M. Boys' School, Toungoo ...	62·6	2·9	Fair.	
76	St. Luke's S. P. G. School, Toungoo ...	72·5	14·6	Do.	
77	Anglo-Vernacular School, Letpadan ...	84·2	17·3	Do.	
78	St. Ann's Convent, Akyab	88·09	25·08	Good.	
79	A. B. M. Karen School, Shwegyin ...	84·14	14·5	Fair.	
80	A. B. M. Karen School, Tavoy ...	86·6	25·4	Good.	
81	A. B. M. Karen School, Tharrawaddy ...	81·8	5·6	Do.	
82	St. Michael's School, Kemmendine ...	92	...	Fair.	

40. The following statement shows the percentage of passes, Standards I to VII, in the compulsory and optional subjects for all Anglo-Vernacular schools in Upper Burma :—

Name of school.	Place.	Percentage of passes in Compulsory subjects.	Percentage of passes in Optional subjects, reckoned on the supposition that two optionals are taken in Standards I to IV and four optionals in Standards V to VII.	Merit grants.
St. Joseph's Convent	Mandalay ...	81	28	Fair.
A. B. M. Boys' School	Do.	79·5	31·7	Good.
E. W. M. Boys' School	Do.	86·7	25·7	*Nil.*
Maung Shwe Thin's School ...	Do.	69·7	22·4	*Nil.*
St. Peter's R. C. M. School ...	Do.	84·6	...	*Nil.*
S. P. G. Royal School	Do.	75	25	*Nil.*
St. Xavier's Tamil School ...	Do.	77·4	13·2	*Nil.*
A. B. M. Eurasian Girls' School ...	Do.	63·6	17·7	Fair.
A. B. M. Burmese Girls' School ...	Do.	84·2	28	Good.
All Saints' S. P. G. School ...	Shwebo	89·3	15·3	Excellent.
Town School	Sagaing	90·4	...	Good.
E. W. M. Boys' School	Mônywa	80·9	13·8	Do.
R. C. Boys' School	Myingyan	96·5	2·7	*Nil.*
E. W. M. Boys' School	Pakôkku	94	12·5	Fair.
A. B. M. Mixed School	Meiktila	93·7	12·5	Do.
E. W. M. Boys' School	Kyauksè	100	21·4	*Nil.*

41. The following tables show the schools from which candidates have been presented for the Entrance and Seventh Standard Examinations respectively, and the passes gained during the last two years :—

Division.	District.	Name of school.	1894-95. Entrance (Ninth standard).	1894-95. Middle (Seventh standard).	1894-95. Total.	1895-96. Entrance (Ninth standard).	1895-96. Middle (Seventh standard).	1895-96. Total.
		Government and Municipal Schools.						
Arakan.	Akyab	Municipal High School	...	11	11	2	3	5
Arakan.	Kyaukpyu	Municipal Middle School	...	8	8	...	...	...
Arakan.	Sandoway	Municipal Middle School	...	8	8	...	2	2
Pegu.	Rangoon	Collegiate School	27	69	96	20	50	70
Pegu.	Pegu	Municipal Middle School	...	6	6	...	1	1
Pegu.	Prome	Municipal High School, Prome	3	10	13	3	8	11
Pegu.	Prome	Municipal Middle School, Paungdè	...	...	...	...	2	2
Irrawaddy.	Thôngwa	Municipal Middle School, Yandoon	...	1	1	...	4	4
Irrawaddy.	Bassein	Municipal High School	3	19	22	2	6	8
Irrawaddy.	Henzada	Municipal Middle School	...	6	6	...	7	7
Tenasserim.	Moulmein	Government High and Normal School.	6	30	36	12	19	31
Tenasserim.	Toungoo	Municipal Middle School, Shwegyin	...	12	12	...	6	6
Tenasserim.	Tavoy	Municipal Middle School	...	5	5	...	...	...
Tenasserim.	Mergui	Municipal Middle School	...	5	5	...	3	3
		Total	39	190	229	39	111	150
		Registered Aided Schools.						
Arakan.	Akyab	St. Anne's Convent	...	...	...	...	...	...
Arakan.	Akyab	St. John's School	...	3	3		Closed.	
Pegu.	Rangoon	St. Jonh's College, S. P. G.	1	50	51	3	33	36
Pegu.	Rangoon	St. John's Convent	6	15	21	4	8	12
Pegu.	Rangoon	St. Paul's High School	5	22	27	7	21	28
Pegu.	Rangoon	Episcopal Methodist Girls' School	1	4	5	...	3	3
Pegu.	Rangoon	St. Antony's Tamil School	...	...	...	...	1	1
Pegu.	Rangoon	Diocesan Girls' High School	...	5	5	...	1	1
Pegu.	Rangoon	Baptist College, Alôn	5	14	19	4	15	19
Pegu.	Rangoon	Diocesan Boys' High School	6	14	20	3	12	15
Pegu.	Rangoon	St. Gabriel's High School	...	8	8	1	4	5
Pegu.	Rangoon	A. M. B. Sgaw-Karen School	...	4	4	...	3	3
Pegu.	Rangoon	Lutheran Mission School	...	6	6	...	2	2
Pegu.	Rangoon	Maduray Pillay's School	...	9	9	...	8	8
Pegu.	Rangoon	Old Convent	...	1	1	...	2	2
Pegu.	Rangoon	St. Barnabas' S. P. G. School	...	...	...	...	...	...
Pegu.	Tharrawaddy	R. C. M. School, Gyobingauk	...	1	1	...	2	2
Pegu.	Tharrawaddy	Anglo-Vernacular Town School, Letpadan.	...	...	...	...	5	5
Irrawaddy.	Thôngwa	A. B. M. Pwo-Karen School, Ma-ubin	...	...	...	...	3	3
Irrawaddy.	Bassein	A. B. M. Pwo-Karen School	...	3	3	...	...	...
Irrawaddy.	Bassein	A. B. M. Sgaw-Karen School	...	15	15	2	10	12
Irrawaddy.	Henzada	A. B. M. Burmese School	...	2	2		1	1
Irrawaddy.	Henzada	A. B. M. Karen School	...	8	8	...	10	10
Tenasserim.	Moulmein	St. Joseph's Convent	1	3	4	2	9	11
Tenasserim.	Moulmein	St. Patrick's High School	...	18	18	4	8	12
Tenasserim.	Moulmein	St. Augustine's School	...	7	7	...	2	2
Tenasserim.	Moulmein	A. B. M. Boys' School	...	6	6	...	...	...
Tenasserim.	Moulmein	Cantonment School	...	3	3	...	1	1
Tenasserim.	Moulmein	English Girls' High School	1	5	6	1	2	3
Tenasserim.	Moulmein	St. Matthew's School	...	1	1	...	...	..
Tenasserim.	Moulmein	A. B. M. Karen School	...	4	4	...	3	3
Tenasserim.	Toungoo	St. Luke's S. P. G. School	...	5	5	...	5	5
Tenasserim.	Toungoo	R. C. M. Boys' School	...	...	...	...	2	2
Tenasserim.	Tavoy	A. B. M. Karen School	...	3	3	...	2	2
		Total	26	239	265	31	178	209
Southern.	Thayetmyo	St. Andrew's S. P. G. School	...	9	9	...	3	3
		GRAND TOTAL	26	248	274	31	181	212

Division.	District.	Name of school.	1894-95. Entrance (Ninth standard).	1894-95. Middle (Seventh standard).	1894-95. Total.	1895-96. Entrance (Ninth standard).	1895-96. Middle (Seventh standard).	1895-96. Total.
		Registered Aided Schools—concld.						
Northern.	Mandalay ...	St. Joseph's Convent	...	8	8	...	4	4
		A. B. M. Boys' School	...	1	1	...	10	10
		E. W. M. Boys' School	...	...	...	...	6	6
		Maung Shwe Thin's School ...	...	...	...	...	...	...
		St. Peter's R. C. M. School ...	...	...	...	...	...	...
		S. P. G. Royal School	...	1	1	...	1	1
		A. B. M. Eurasian Girls' School ...	...	...	...	...	1	1
		St. Xavier's Tamil School ...	...	...	...	...	...	...
		A. B. M. Burmese Girls' School ...	...	...	...	...	...	...
Central.	Shwebo ...	All Saints' S. P. G. School ...	...	...	...	...	3	3
	Sagaing ...	Town School	...	...	...	...	...	...
	Mônywa ...	E. W. M. Boys' School	...	...	...	...	2	2
South-ern.	Pakôkku ...	E. W. M. Boys' School	...	1	1	...	4	4
East-ern.	Pyinmana ...	A. B. M. Boys' School	...	...	...	...	...	...
	Yamèthin ...	Railway School	...	...	...	...	...	...
	Myingyan ...	R. C. M. Boys' School	...	...	...	...	2	2
		Total ...	...	11	11	...	33	33
		Vernacular Schools.						
Tenasserim.	Moulmein	Government Normal High School ...	...	4	4	...	2	2
		A. B. M. Morton Lane Girls' School	...	10	10	...	5	5
	Thatôn ...	Maung Tu La Ban's School ...	...	2	2	...	1	1
	Toungoo	U Kelasaya's School	...	2	2	...	...	...
		Saya Gywet's School	...	2	2	...	...	...
		Rev. Johnson's School	...	1	1	...	...	...
	Tavoy ...	A. B. M. Vernacular Karen School...	...	3	3	...	1	1
	Mergui ...	U Kuna's School	...	1	1	...	...	...
Pegu.	Tharrawaddy ...	Maung Sein's School, Ôkpo ...	...	4	4	...	1	1
	Prome	Maung Myat Thu's School, Thègôn	...	1	1	...	1	1
		Maung Hmat's School, Prome ...	...	1	1	...	...	...
		Municipal High School, Prome ...	...	...	...	...	3	3
	Rangoon	Native Orphanage Convent ...	...	...	...	...	2	2
		A. B. M. Girls' School, Kemmendine	...	8	8	...	6	6
		Baptist College	...	1	1	...	4	4
		Rangoon College	...	...	...	...	4	4
Arakan.	Akyab ...	Maung La So Byu's School ...	...	2	2	...	1	1
	Sandoway ...	Maung Pa Taw's School ...	...	...	...	...	1	1
Irra-waddy.	Thôngwa ...	Maung Po Seik's School, Yandoon...	...	...	...	...	2	2
		Total ...	...	42	42	...	34	34
South-ern.	Thayetmyo ...	U Wilatha's School, Allanmyo ...	...	...	...	...	6	6
		GRAND TOTAL ...	...	42	42	...	40	40

Division.	District.	Name of school.	1894-95.			1895-96.		
			Entrance (Ninth standard).	Middle (Seventh standard).	Total.	Entrance (Ninth standard).	Middle (Seventh standard).	Total.
		Vernacular Schools—concluded.						
NORTHERN.	Mandalay Town.	U Pyinnya's School	...	1	1	...	2	2
		U Nanda's School	...	...	...	...	3	3
		Maung San Hla Baw's School ...	...	...	...	...	1	1
CENTRAL.	Sagaing ...	U Adeissa's School	...	1	1	...	1	1
		Maung Shauk To's Town School, Myotha.	...	...	...	...	2	2
SOUTHERN.	Meiktila ...	U Pandi's School	...	...	...	...	2	2
		Total ...	...	2	2	...	11	11

42. The Middle English scholarships were awarded for the first time under the new system, which allows of one examination for Upper and Lower Burma. Hitherto they have been awarded on the results of the Seventh Standard Examination separately for Upper and Lower Burma.

The full number of scholarships was taken up, the highest places in the list being taken by pupils from the Municipal High School, Prome, and St. Paul's High School, Rangoon, respectively.

43. The following statements show the outcome of the year's work in Standards V, VI, and VII in the Anglo-Vernacular and Indigenous schools of the province :—

(*a*) *Government and Municipal Schools* (*Anglo-Vernacular*).

District.	Name of school.	1894-95.				1895-96.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab ...	Municipal School ...	...	1	11	12	18	12	3	33
Kyaukpyu ...	Municipal School ...	1	3	8	12	8	2	...	10
Sandoway ...	Municipal School ...	7	5	8	20	3	5	2	10
Rangoon ...	Collegiate School ...	29	39	69	137	30	32	50	112
Pegu ...	Municipal School ...	14	7	6	27	10	6	1	17
Prome ...	Municipal School, Paungdè	8	3	...	11	3	7	2	12
	Municipal School, Prome ...	20	15	10	45	12	10	8	30
Thôngwa ...	Municipal School, Yandoon	12	3	1	16	7	8	4	19
Bassein ...	Municipal High School ...	20	9	19	48	20	8	6	34
Henzada	Municipal School, Henzada	2	9	6	17	17	2	7	26
	Municipal School, Kyangin	2	...	...	2	3	4	...	7
Moulmein ...	Government High and Normal School.	39	30	30	99	12	15	19	46
Thatôn ...	Municipal School ...	3	3	...	6	3	...	...	3
Toungoo ...	Municipal School, Shwegyin	9	8	12	29	18	5	6	29
Tavoy ...	Municipal School ...	6	6	5	17	16	4	...	20
Mergui ...	Municipal School ...	7	3	5	15	8	7	3	18
	Total ...	179	144	190	513	188	127	111	426

(*b*) *Registered Aided Schools* (*Anglo-Vernacular*).

District.	Name of school.	1894-95.				1895-96.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab ...	St. Anne's Convent ...	2	1	...	3	2	1	...	3
	St. Mark's School ...	...	1	...	1	Closed.			
	St. John's School ...	2	1	3	6	Do.			
Rangoon ...	St. John's College, S. P. G.	31	32	50	113	23	21	33	77
	St. Paul's High School ...	18	20	22	60	23	6	21	50
	St. John's Convent High School.	4	9	15	28	28	9	8	45
	Episcopal Methodist Girls' High School.	11	6	4	21	7	6	3	16
	St. Antony's School ...	4	4	...	8	1	...	1	2
	Diocesan Girls' High School	10	5	5	20	9	7	1	17
	Baptist College (Alôn) ...	13	18	14	45	24	22	15	61
	A. B. M. Boys' and Girls' School (76, Dalhousie street)	4	...	...	4	Standard IV only.			
	Diocesan Boys' High School	7	8	14	29	4	7	12	23
	Lutheran Mission School ...	5	3	6	14	6	6	2	14
	A. B. M. Sgaw-Karen School.	16	20	4	40	13	16	3	32
	St. Barnabas' S. P. G., Pazundaung.	10	1	...	11	1	1	...	2
	St Gabriel's S. P. G. ...	6	4	8	18	5	3	4	12
	A. B. M. Union School (73, Dalhousie street).	...	...	...	...	Closed.			
	St. Philip's School (22, Brooking street).	...	...	...	...	Standard IV only.			
	Old Convent School ...	...	...	1	1	...	1	2	3
	Maduray Pillay's School ...	6	5	9	20	15	6	8	29
	St. Mary's S. P. G. School.	3	1	...	4	...	...	...	...
	Anglo-Vernacular Tamil and Telugu School (73, Dalhousie street).	...	...	...	...	5	...	...	5
Thôngwa ...	A. B. M. Pwo-Karen School, Ma-ubin.	5	8	...	13	1	5	3	9
	Anglo-Vernacular Town School, Ma-ubin.	9	1	...	10	3	5	...	8
Henzada ...	A. B. M. Burmese School	7	3	2	12	6	3	1	10
	A. B. M. Karen School ...	5	13	8	26	15	10	10	35
Bassein ...	A. B. M. Pwo-Karen School	1	...	3	4	8	2	...	10
	A. B. M. Sgaw-Karen School	18	14	15	47	22	9	10	41
Moulmein ...	St. Joseph's Convent School	8	7	3	18	4	5	9	18
	St. Patrick's School ...	4	17	18	39	4	4	8	16
	A. B. M. Boys' School ...	11	...	6	17	7	4	...	11
	Cantonment School ...	5	3	3	11	9	5	1	15
	St. Augustine's S. P. G. School.	18	15	7	40	3	1	2	6
	English Girls' High School.	4	2	5	11	2	2	2	6
	St. Matthew's School ...	2	1	1	4	1	3	...	4
	Mizpah Hall School ...	...	...	...	...	3	...	...	3
	A. B. M. Karen School ...	10	3	4	17	4	...	3	7
Toungoo ...	St. Luke's S. P. G. School	13	9	5	27	11	7	5	23
	R. C. M. Boys' School ...	4	3	...	7	7	...	2	9
	A. B. M. Paku-Karen School.	2	...	...	2	5	...	...	5
	St. Joseph's R. C. M. Convent School.	...	...	...	...	5	...	...	5
	A. B. M. Sgaw-Karen School, Shwegyin.	...	...	...	...	...	...	...	...
...	R. C. M. School, Gyobingauk.	8	5	1	14	9	4	2	15
...	Town School, Letpadan ...	1	5	...	6	4	...	5	9
...	R. C. M. School, Thônzè ...	4	...	...	4	3	5	...	8
...	A. B. M. School, Zigôn	2	...	...	2	5	...	...	5
...	A. B. M. Karen School, Tharrawaddy.	...	...	...	...	4	1	...	5
Tavoy ...	A. B. M. Karen School ...	5	3	3	11	6	4	2	12
	Total ...	298	251	239	788	317	191	178	686
Thayetmyo ...	St. Andrew's S. P. G. School.	14	10	9	33	13	7	3	23
	GRAND TOTAL ...	312	261	248	821	330	198	181	709

(*b*) *Registered Aided Schools* (*Anglo-Vernacular*)—concluded.

Division.	District.	Name of school.	1894-95.				1895-96.			
			V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Northern ...	Mandalay ...	St. Joseph's Convent School	9	7	8	24	7	4	4	15
		A. B. M. Boys' School ...	8	8	1	17	7	5	10	22
		E. W. M. Boys' School ...	7	4	...	11	5	2	6	13
		S. P. G. Royal School ...	5	2	1	8	5	1	1	7
		St. Peter's R. C. M. School	1	...	...	1	...	...	...	...
		Maung Shwe Thin's School	4	2	...	6	...	1	...	1
		A. B. M. Eurasian Girls' School.	7	1	...	8	...	3	1	4
		A. B. M. Burmese Girls' School.	3	1	...	4	...	...	...	...
		St. Xavier's Anglo-Tamil School.	...	...	...	...	1	...	...	1
Central ...	Shwebo ...	All Saints' S. P. G. School	7	3	...	10	11	5	3	19
	Sagaing ...	Town School	3	...	...	3	3	4	...	7
	Mônywa ...	E. W. M. Boys' School ...	3	...	...	3	2	...	2	4
Southern ...	Pakôkku ...	E. W. M. Boys' School ...	3	3	1	7	6	4	4	14
Eastern ...	Yamèthin ...	St. Joseph's R. C. M. School	...	...	...	...	...	...	...	...
	Ditto ...	Railway Mixed School ...	...	...	...	...	2	...	...	2
	Pyinmana ...	A. B. M. Boys' School ...	3	4	...	7	...	2	...	2
	Myingyan ...	R. C. M. St. Joseph's School	7	...	...	7	...	6	2	8
		Total ...	70	35	11	116	49	37	33	119

(*c*) *Vernacular Schools.*

District.	Township.	Name of school.	1894-95.				1895-96.			
			V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab ...	Akyab	Tun Aung Pyu San ...	5	...	...	5	2	2	...	4
		Law Paw Zan ...	1	1	...	2	...	...	...	...
		La So Pyu ...	8	4	2	14	4	3	1	8
Sandoway	Sandoway Town	A. B. M. Chin ...	1	...	...	1	4	...	...	4
		Maung Ma Nu ...	2	...	...	2	3	...	...	3
	Southern	Maung Pa Taw ...	4	1	...	5	1	1	1	3
		Maung Shwe Lôk ...	...	...	...	...	1	...	...	1
Rangoon ...	Rangoon	Native Orphanage Convent	7	5	...	12	2	2	2	6
		Maung Shwe Po ...	...	...	...	..	1	...	...	1
		A. B. M. Burmese Girls' School, Kemmendine.	16	8	8	32	11	7	6	24
		Rangoon College ...	...	...	...	...	...	...	4	4
		Maung Po Mya ...	1	1	...	2	...	...	...	...
		Baptist College ...	...	...	1	1	2	2	4	8
		Maung Ba O ...	...	...	...	...	1	...	...	1
Hanthawaddy	Thabyegan ...	Maung Po Khin ...	...	...	...	...	1	...	...	1
	Hmawbi ...	Maung Tha Dun Aung ...	2	...	...	2	1	...	...	1
	Hlaing	Maung Tun Ni ...	1	...	...	1	2	...	...	2
		Maung Nya ...	1	...	..	1	...	...	...	...
		Maung Aung Mya ...	5	...	...	5	4	1	...	5
	Twantè	Maung Ôn Gaing ...	1	...	...	1	1	...	...	1
		Maung Byu Chut ...	3	...	...	3	3	3	...	6
		Maung Ba Chit ...	3	...	...	3	5	...	...	5
		Maung E ...	3	...	...	3	...	...	...	...
		Maung Shwe Wa ...	3	...	...	3	3	2	...	5
	Kyauktan ...	Maung Shwe Toe ...	...	...	...	...	1	...	...	1
Pegu	Pyuntaza ...	Maung Po Min ...	3	...	...	3	1	1	...	2
	Kawa	Maung Han Bo ...	4	...	...	4	5	...	...	5
		Maung Po Ngè ...	...	...	...	...	2	...	...	2
		Maung Ne Win ...	5	...	...	5	3	2	...	5
	Payagalè ...	Maung Po Min ...	...	...	...	...	5	...	...	5
	Thônzè ...	R. C. M. ...	...	...	...	...	4	...	...	4
		Carried over ...	79	20	11	110	73	26	18	117

(*c*) *Vernacular Schools*—continued.

District.	Township.	Name of school.	1894-95.				1895-96.			
			V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
		Brought forward ...	79	20	11	110	73	26	18	117
Tharrawaddy	Tapun ...	Maung Po Myin ...	2	...	...	2	1	1	...	2
	Sanywe	Maung Shè ...	3	...	...	3	...	...	...	...
		Maung Po Khin ...	...	...	...	...	2	...	...	2
		Maung Shwe Min ...	...	...	...	...	5	2	...	7
		Maung Taing Gyaw ...	4	...	...	4	...	...	...	..
		Maung Tun Mya ...	...	...	...	...	1	...	...	1
		Maung Po Sein ...	3	...	...	3	5	...	...	5
	Gyobingauk ...	Maung Naw Tin ...	1	...	...	1	1	...	...	1
	Minhla	Maung Tha Myat ...	...	...	...	...	1	3	...	4
		Maung Myat Tha U ...	3	...	...	3	...	...	...	...
		Maung Sein ...	2	1	4	7	7	3	1	11
		Maung Myat Thu ...	...	...	1	1	...	...	...	...
	Sanywe ...	U Pandi ...	...	...	...	...	2	...	...	2
Prome	Prome Town	Maung Ba ...	...	...	...	...	3	...	...	3
		Maung Hmat ...	4	2	1	7	7	3	...	10
		Municipal School, Prome ...	...	...	...	...	...	...	3	3
	Shwedaung ...	Maung So ...	1	2	...	3	...	...	...	...
	Thigôn	Maung Aung Dôk ...	3	3	...	6	...	...	...	...
		Maung Myat Thu ...	...	...	...	...	1	2	1	4
	Paungdè town	Maung Tha Cho ...	2	...	...	2	4	...	...	4
		Ma Thin Ôn ...	4	...	...	4	...	...	...	...
Thôngwa	Yandoon ...	Maung Po Seik ...	2	...	...	2	7	3	2	12
	Ma-ubin ...	Maung Aung Ba ...	...	.	...	...	2	...	...	2
	Danubyu	Maung Shwe Lôn ...	...	...	...	...	6	...	...	6
		Maung Gyi ...	...	...	...	...	4	...	...	4
		Maung Bein ...	...	..	...	...	2	...	...	2
		Maung Po ...	...	...	...	...	3	...	...	3
	Kyaiklat ...	Maung Pe ...	4	...	...	4	6	1	...	7
	Pyapôn ...	Maung Aung Dun ...	...	...	...	...	1	...	...	1
Bassein	Yegyi ...	Maung Tu Po ...	...	...	...	...	1	...	...	1
	Kyônpyaw ...	Maung Pyu ...	11	...	...	11	3	10	...	13
	Bassein Town	Maung Hmu ...	7	...	...	7	6	6	...	12
		Revd. Father D'Cruz ...	...	...	...	...	1	...	...	1
	Kyanngôn ...	Maung Po Saing ...	3	...	...	3	3	...	...	3
	Thabaung ...	Maung Po Khin ...	...	...	...	...	4	...	...	4
	Kangyidaung	U Zameinda ...	2	...	...	2	5	...	...	5
		U Thadama ...	...	...	...	..	4	...	...	4
	Thainggyaung ...	U Pyinnya ...	...	...	...	...	2	...	...	2
Henzada	Henzada Town	Maung Po Ka ...	2	...	...	2	...	...	...	...
		Maung Pa Kyaw ...	...	...	...	...	3	...	...	3
	Kanaung	Maung Tun E ...	2	...	...	2	6	2	...	8
		U Zayantha ...	...	...	...	...	4	..	...	4
	Zalun	Maung Po Kyun ...	2	...	...	2	1	2	...	3
		Maung Kyaw Din ...	...	...	...	...	4	...	...	4
		Maung Pauk ...	2	...	...	2	3	...	...	3
	Henzada Township.	Maung Shwe Bwin ...	3	...	...	3	..	...	...	...
		Maung Tha Dun ...	4	...	...	4	...	...	...	...
		Maung Shwe Naw ...	...	...	...	...	5	...	...	5
		Maung Aung Mya ...	...	.	...	...	3	...	...	3
Myaungmya	Thigwin	Maung Aung Min ...	...	...	...	...	3	...	...	3
		Maung Shwe Cho ...	5	...	...	5	2	...	...	2
	Wakèma ...	Maung Myit Ku ...	...	...	...	...	2	...	...	2
	Myaungmya ...	Revd. G. Kern ...	...	...	...	...	2	...	...	2
Thayetmyo	Thayetmyo	Maung Sa ...	...	...	...	...	6	...	...	6
		Maung Shwe Ni ...	2	...	...	2	3	...	...	3
	Kama ...	Maung Myat Tha Dun ...	1	...	...	1	5	...	...	5
	Allan Ywataung	U Wilatha ...	4	3	...	7	7	5	6	18
	Minhla ...	Maung Thaw ...	...	...	...	...	3	...	...	3
Moulmein ...	Moulmein	Government Normal School	15	2	4	21	12	8	2	22
		U Naga ...	...	...	...	...	2	...	...	2
		U Pyinyathiri ...	5	1	...	6	3	2	...	5
		Revd. C. Clarke ...	...	...	...	...	2	...	...	2
		Maung Ba O ...	2	...	...	2	...	...	...	...
		U Paduma ...	3	3	...	6	5	4	...	9
		Morton Lane Girls' School	2	4	10	16	3	2	5	10
		U Pyinyadipa ...	2	...	...	2	2	...	...	2
		Carried over ...	196	41	31	268	264	85	38	387

(*c*) *Vernacular Schools*—continued.

District.	Township.	Name of school.	1894-95. V.	VI.	VII.	Total.	1895-96. V.	VI.	VII.	Total.
		Brought forward ...	196	41	31	268	264	85	38	387
Amherst	Wagaru ...	Miss S. E. Haswell ...	...	1	...	1	1	...	...	1
	Haungtharaw ...	Maung San Myat Paw ...	4	...	...	4	1	1	...	2
	Bilugyun ...	U Asara ...	1	...	...	1	...	...	...	...
	Thatôn	Maung Pu La Ban's ...	3	3	2	8	5	3	1	9
		Maung Po Maung ...	...	...	...	...	1	...	...	1
	Martaban ...	U Egga ...	2	...	...	2	2	...	...	2
	Gyaing-Salween...	U Addeissa ...	...	...	...	...	3	...	...	3
	Bilin ...	Maung Chit Pe ...	...	...	...	...	3	...	...	3
Thatôn	Shwegyin	Maung Aung Dun ...	2	...	...	2	...	...	...	..
		Maung San We ...	6	3	...	9	...	...	...	...
		Maung Po Swè ...	...	...	...	...	1	...	...	1
	Salween-Hlaing-bwè.	Maung Shwe Taw ...	2	...	...	2	4	6	...	10
Toungoo ...	Toungoo	U Kelasaya ...	1	2	2	5	3	...	...	3
		Revd. Salmon, S. P. G. ...	...	...	...	...	1	...	...	1
		Maung Kywet ...	8	6	2	16	...	...	...	...
		Revd. Cockrane ...	6	2	...	8	...	...	...	...
		Saya Ahshoo ...	...	...	...	...	3	..	...	3
		Revd. Johnson ...	14	8	1	23	...	...	...	...
		Revd. Father Conti ...	4	2	...	6	3	3	...	6
		Revd. Bunker, A. B. M. ...	...	...	...	...	26	9	...	35
		Maung Pe ...	...	...	...	...	1	1	...	2
Tavoy ...	Tavoy	Revd. Hale, A. B. M. ...	2	2	3	7	...	...	1	1
		Maung Kyaw Nya ...	...	...	...	...	4	...	...	4
		Maung Po Khin ...	...	...	...	...	4	...	...	4
Mergui ...	Mergui	U Kuna ...	...	...	1	1	...	...	...	...
		Maung Shwe Yin ...	...	...	...	...	1	...	...	1
		GRAND TOTAL ...	251	70	42	363	331	108	40	479

District.	Name of school.	1894-95. V.	VI.	VII.	Total.	1895-96. V.	VI.	VII.	Total.
Mandalay ...	U Nanda's School ...	4	...	...	3	3	4	3	10
	U Pyinnya's School ...	2	...	...	2	1	3	2	6
	Maung Tok's School ...	...	...	...	...	2	...	...	2
	Maung Aung Gyi's School ...	...	...	...	...	...	...	...	...
	Maung Shwe Ngon's School	2	...	...	2	4	...	...	4
	Maung Kyaw's School ...	...	...	...	...	...	1	...	1
	Maung Po Gaung's School ...	...	...	...	...	3	2	...	5
	Maung San Hla Baw's School	...	...	...	...	...	...	1	1
	Ma Thin Nu's School ...	...	...	...	...	1	...	...	1
	Maung Lu Gyi's School ...	...	...	...	...	...	...	...	...
	Maung Gale's School ...	...	...	...	...	...	...	...	...
	St. Joseph's Convent, Vernacular department.	...	...	...	...	1	...	...	1
	E. W. M. Girls' School ...	...	...	...	...	1	...	...	1
Bhamo ...	A. B. M. Kachin School ...	...	...	...	...	5	1	...	6
	U Thumana's School ...	...	...	...	...	3	...	...	3
Shwebo ...	U Nareinda's School ...	1	2	...	3	3	...	...	3
	U Pandi's School ...	...	...	...	...	..	5	...	5
	Maung Shein's School ...	...	...	...	...	1	...	...	1
Sagaing ...	U Thila's School ...	...	...	...	...	7	3	...	10
	U Wiseitta's School ...	...	...	...	...	2	...	...	2
	U Mureinda's School ...	...	...	...	...	4	...	...	4
	U Adeissa's School ...	5	1	...	6	4	2	1	7
	U Pandeissa's School ...	...	...	...	...	...	...	...	...
	Maung Shauk Toe's School ...	3	...	...	3	2	2	2	6
	Carried over ...	16	3	...	19	47	23	9	79

(*c*) *Vernacular Schools*—concluded.

District.	Name of school.	1894-95.				1895-96.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Brought forward ...	16	3	...	19	47	23	9	79
Lower Chindwin	U Thuzata's School ...	3	...	...	3	5	...	...	5
	Maung San Pe's School ...	...	...	...	...	...	...	...	...
	Maung Pyo's School ...	...	...	...	...	...	...	...	...
	Maung Chit Su's School ...	...	...	...	...	...	...	...	...
	Maung Shwe Ban's School ...	...	...	...	...	...	...	...	...
Kyauksè ...	U Zina's School ...	...	...	...	...	4	...	...	4
	Maung Tha Aung's School...	2	...	...	2	3	...	...	3
Meiktila ...	U Pandi's School ...	...	1	...	1	3	...	2	5
	Maung Po Myit's School ...	...	...	...	...	1	...	...	1
	Maung Lu Hman's School ...	...	...	...	...	...	...	...	...
Pakôkku ...	U Meda's School ...	...	...	...	...	1	...	...	1
Myingyan ...	Maung Tha Yan's School ...	...	...	...	...	1	...	...	1
	GRAND TOTAL ...	21	4	...	25	65	23	11	99

44. The following table shows the attendance and expenditure in Government and Aided boys' schools of Secondary instruction:—

Class of institution.	Number of schools.	Number of pupils on the roll on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	From Government fund.	From all other sources.	Total.
					Rs.	Rs.	Rs.
HIGH ENGLISH—							
Maintained by the department ...	2	1,144	1,179	1,006	19,668	42,690	62,358
Maintained by Municipal Boards ...	3	637	660	536	20,048	18,733	38,781
Aided under the Grant-in-Aid Rules	9	2,623	2,705	2,237	25,879	1,13,994	1,39,873
Total ...	14	4,404	4,544	3,779	65,595	1,75,417	2,41,012
MIDDLE ENGLISH—							
Maintained by the department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	12	1,191	1,131	967	36,555	19,844	56,399
Aided under the Grant-in-Aid Rules	38	3,225	3,333	2,699	21,359	1,06,470	1,27,829
Total ...	50	4,416	4,464	3,666	57,914	1,26,314	1,84,228
MIDDLE VERNACULAR—							
Maintained by the department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-Aid Rules	...	...	...	...	...	...	...
Aided under the Rules for Indigenous schools.	150	9,790	9,790	9,790	48,084	...	48,084
Total ...	150	9,790	9,790	9,790	48,084	...	48,084
GRAND TOTAL ...	214	18,610	18,798	17,235	1,71,593	3,01,731	4,73,324

SECTION V.

PRIMARY INSTRUCTION.

45. The following statement gives the statistics of Primary schools for the last two years :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed			
					Upper Primary (Standards III and IV).		Lower Primary (Standards I and II).	
	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.
Public schools under public management.	20	20	1,832	2,019	461	655	569	868
Public schools under private management.	84	83	6,411	6,476	1,243	1,762	1,780	2,327
Indigenous schools. Burmese ...	3,847	4,175	103,981	113,081	2,571	3,194	18,214	20,613
Indigenous schools. Karen ...	478	505	14,850	14,725	878	1,003	2,921	3,429
Indigenous schools. Mahomedan ...	24	17	1,042	834	24	19	207	73
Indigenous schools. Tamil ...	47	52	1,027	1,209	10	59	515	474
Total ...	4,500	4,852	129,143	138,344	5,187	6,692	24,206	27,784

In Lower Burma there is no change in the number of schools under public management, but the attendance has increased.

Public schools under private management also show no change in numbers, but an increase in the attendance.

The following additions were made to the list :—

The A. B. M. Karen School, Tharrawaddy.
The A. B. M. Karen School, Shwegyin.
The Methodist Episcopal School, Pegu.
The Madrasa-i-Islamia, Rangoon.

These additions were balanced by the following losses :—

The Winchester Mission School, Rangoon.
The Union School, Dalhousie Street, Rangoon.
St. Mark's School, Akyab.
St. John's School, Akyab.

In Anglo-Vernacular schools under Standards I, II and III (Lower Primary) there is a large rise in full passes. Standard IV does not show the same advance in many cases.

Indigenous schools have progressed, satisfactory increases being shown in schools, pupils, and passes.

In Upper Burma public schools under private management decreased by 3 during the year owing to the closing of the following :—

All Saints' S. P. G. School, Pyinmana,
Church of England School, Mandalay,

and the transfer of the A. B. M. Mixed School, Sagaing, to the Vernacular list. This loss was balanced by one, namely, the R. C. M. Chinese School, Mandalay, being added to the list.

A.—Non-Indigenous Schools.

LOWER BURMA.

46. The following paragraphs give details of the schools :—

Arakan Division.

The number of full passes gained was as follows :—

Class of institution.	Full passes.									
	1894-95.					1895-96.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	22	31	15	5	73	77	54	61	29	221
In Registered Aided schools ...	21	17	9	11	58	10	12	10	2	34
Total ...	43	48	24	16	131	87	66	71	31	255

It will be seen that there has been an increase in the number of passes in each of the first four standards, and the total number of passes in the Upper and Lower Primary standards has almost doubled.

The following are the details for the above schools :—

(*a*) *Government and Municipal Schools.*

Division.	District.	Name of school.	Full passes.									
			1894-95.					1895-96.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Arakan.	Akyab	Municipal High School	9	5	5	1	20	46	37	29	12	124
	Kyaukpyu ...	Municipal School	6	8	2	1	17	12	8	12	9	41
	Sandoway	Municipal School	7	18	8	3	36	19	9	20	8	56
		Total ...	22	31	15	5	73	77	54	61	29	221

(*b*) *Aided Schools.*

Division.	District.	Name of school.	Full passes.									
			1894-95.					1895-96.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Arakan.	Akyab	St. Anne's Convent	18	6	3	3	30	10	12	10	2	34
	Do.	St. John's School	2	8	5	5	20	Abolished.				
	Do.	St. Mark's School	1	3	1	3	8					
		Total ...	21	17	9	11	58	10	12	10	2	34

Pegu Division.

Full passes were gained as below :—

Class of institution.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
In Government and Municipal schools.	83	99	83	72	337	163	154	168	96	581
In Registered and Aided schools...	450	430	370	202	1,452	539	599	551	296	1,985
Total ...	533	529	453	274	1,789	702	753	719	372	2,566

(*a*) *Government and Municipal Schools.*

Division.	District.	Name of school.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	I.	Upper Primary. III.	IV.	Total.
Pegu.	Rangoon ...	Collegiate School	19	53	27	26	125	65	78	116	55	314
		Municipal Girls' School	25	12	6	6	49	44	19	6	4	73
	Pegu ...	Municipal School	23	17	23	20	83	33	27	27	18	105
		Municipal School, Prome ...	7	12	19	17	55	11	17	13	14	55
		Municipal School, Paungdè ...	9	5	8	3	25	10	13	6	5	34
		Total ...	83	99	83	72	337	163	154	168	96	581

(*b*) *Aided Schools.*

Division.	District.	Name of school.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu ...	Rangoon	St. Paul's High School ...	37	59	64	9	169	54	77	83	41	255
		St. John's College, S. P. G.	19	39	32	24	114	28	32	55	44	159
		Diocesan Boys' School ...	2	2	2	4	10	13	22	22	7	64
		Diocesan Girls' School ...	7	9	7	8	31	8	3	9	2	22
		St. John's Convent ...	22	13	17	9	61	22	22	27	20	91
		Old Convent Anglo-Vernacular School.	5	...	2	...	7	21	11	4	1	37
		St. Antony's Tamil School	21	15	14	10	60	17	17	17	2	53
		St. Gabriel's S. P. G. High School.	23	9	12	16	60	16	19	9	6	50
		Lutheran Mission School ...	10	11	10	7	38	11	7	14	10	42
		A. B. M. Anglo-Vernacular Tamil School, 73, Dalhousie street.	18	6	7	3	34	26	24	10	7	67
		Cantonment Tamil School	11	7	13	...	31	22	13	9	14	58
		St. Mary's S. P. G, School	8	20	10	5	43	11	4	14	3	32
		Episcopal Methodist Girls' High School.	27	23	18	15	83	24	33	30	12	99
		Carried over ...	210	213	208	110	741	273	284	303	169	1,029

(*b*) *Aided Schools*—concluded.

Division.	District.	Name of school.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu		Brought forward ...	210	213	208	110	741	273	284	303	169	1,029
	Rangoon	A. B. M. Boys' and Girls' School, 76, Dalhousie street.	17	30	6	1	54	29	23	28	5	85
		St. Michael's S. P. G., Kemmendine.	26	11	3	1	41	16	19	9	2	46
		St. Barnabas' S. P. G., Pazundaung.	13	13	17	8	51	1	18	7	4	30
		Bishop's Home School for Girls.	5	9	4	4	22	6	3	9	4	22
		A. B. M. Sgaw-Karen School	8	20	22	14	64	16	29	29	23	97
		A. B. M. Union School ...	5	...	4	1	10	Closed.				
		A. B.M. Boys' School, Lammadaw.	43	13	23	3	82	37	49	18	14	118
		St. Philip's School ...	8	6	10	1	25	8	8	3	4	23
		Maduray Pillay's School ...	20	19	13	23	75	18	21	23	8	70
		A. B. M. Tamil and Telugu School, College street.	6	5	2	...	13	8	7	3	...	18
		Baptist College, Alôn ...	30	36	16	10	92	38	38	42	22	140
		St. Gabriel's Branch, Ottan, Lammadaw.	9	...	...	...	9	1	1	...	...	2
		Madrasa-i-Islamia ...	...	...	...	...	...	11	11	7	...	29
		Winchester Rangoon Mission School, A-20, Brooking street.	Not examined.					Closed.				
	Hanthawaddy.	Anglo-Vernacular Railway Tamil School, Insein.	6	4	5	3	18	16	10	5	5	36
		Anglo-Vernacular Mixed School, Twantè.	8	9	9	...	26	Closed.				
	Tharrawaddy.	St. Michael's R. C. M. School, Gyobingauk.	3	6	5	9	23	9	8	7	3	27
		A. B. M. School, Zigôn ...	5	6	8	7	26	9	15	8	10	42
		R. C. M. School, Thônzè ...	7	5	3	4	19	9	14	7	3	33
		A. B. M. Karen School, Tharrawaddy.	...	...	...	...	...	14	6	12	6	38
		A. B. M. School, Gyobingauk.	2	5	5	3	15	10	6	3	1	20
		Anglo-Vernacular Town School, Letpadan.	19	20	7	...	46	8	24	25	9	66
	Pegu ...	R. C. M. Boys' School, Nyaunglebin.	...	...	...	...	...	2	5	3	4	14
		Total ...	450	430	370	202	1,452	539	599	551	296	1,985

Irrawaddy Division.

The number of passes gained was as follows:—

Class of institution.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
In Gorvernment and Municipal schools.	89	63	80	52	284	99	93	60	76	328
In Registered Aided* schools ...	75	132	115	93	415	157	172	188	113	630
Total ...	164	195	195	145	699	256	265	248	189	958

* Including schools in Thayetmyo district.

There has been a satisfactory increase in the number of passes in each of the Lower and Upper Primary standards. The total number of passes gained in the Primary standards has increased 37 per cent.

(a) Government and Municipal Schools.

Division.	District.	Name of school.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy.	Thôngwa	Municipal School, Yandoon ...	10	12	19	6	47	26	11	10	23	70
	Myaungmya ...	Municipal School, Pantanaw ...	1	1	...	...	2	8	2	2	...	12
	Bassein ...	Municipal School, Bassein ...	32	20	40	20	112	15	33	18	28	94
		Municipal School, Ngathainggyaung	6	5	...	...	11	13	4	2	4	23
	Henzada ...	Municipal School, Henzada ...	30	17	13	21	81	26	32	19	10	87
		Municipal School, Myanaung ...	3	7	5	3	18	5	1	7	7	20
		Municipal School, Kyangyin ...	7	1	3	2	13	6	10	2	4	22
		Total ...	89	63	80	52	284	99	93	60	76	328

(b) Aided Schools.

Division.	District.	Name of school.	Full passes. 1894-95. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1895-96. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Irrawaddy.	Bassein ...	A. B. M. Burmese School ...	9	9	3	...	21	18	18	13	10	59
		A. B. M. Sgaw-Karen School ...	8	27	48	24	107	27	45	51	35	158
		A. B. M. Pwo-Karen School ...	8	13	4	6	31	18	14	13	6	51
		St. Peter's R. C. M. School ...	1	8	6	1	16	6	13	16	4	39
	Thôngwa ...	A. B. M. Pwo-Karen School, Ma-ubin	13	16	10	5	44	14	11	11	5	41
		Anglo-Vernacular Town School, Ma-ubin.	8	2	12	7	29	12	9	13	13	47
		A. B. M. Mixed School, Danubyu ...	3	7	6	1	17	2	6	7	4	19
	Henzada ...	A. B. M. Karen School ...	2	11	12	17	42	16	20	34	13	83
		A. B. M. Burmese School ...	1	16	3	10	30	19	5	10	5	39
		Total ...	53	109	104	71	337	132	141	168	95	536
	Thayetmyo ...	St. Andrew's S. P. G. School ...	7	17	10	18	52	15	17	16	18	66
		A. B. M. Chin School ...	15	6	1	4	26	10	14	4	...	28
		Total ...	22	23	11	22	78	25	31	20	18	94
		Grand Total ...	75	132	115	93	415	157	172	188	113	630

Tenasserim Division.

Government and Municipal institutions show no change in number. Registered Aided schools are 17 as before. The R. C. M. School, Nyaunglebin, has been transferred to the Pegu Division, but its place has beenfilled by the A. B. M. School, Shwegyin.

The number of full passes gained was as below:—

Class of institution.	Full passes.									
	1894-95.					1895-96.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	87	95	80	74	336	130	98	108	57	393
In Registered Grant-in-Aid schools	228	160	157	120	665	227	279	228	133	867
Total ...	315	255	237	194	1,001	357	377	336	190	1,260

(a) Government and Municipal Schools.

Division.	District.	Name of school.	Full passes.									
			1894-95.					1895-96.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim.	Moulmein	High and Normal School ...	31	35	32	28	126	47	46	55	16	164
	Thatôn	Municipal School	4	7	10	6	27	24	4	4	8	40
	Toungoo	Municipal School, Shwegyin ...	8	25	10	16	59	14	9	16	5	44
	Tavoy	Municipal School	24	16	7	11	58	12	19	20	11	62
	Mergui	Municipal School	20	12	21	13	66	33	20	13	17	83
		Total ...	87	95	80	74	336	130	98	108	57	393

(b) Aided Schools.

Division.	District.	Name of school.	Full passes.									
			1894-95.					1895-96.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
			I.	II.	III.	IV.		I.	II.	III.	IV.	
Tenasserim.	Moulmein	St. Augustine's S. P. G. School ...	10	16	16	17	59	16	13	15	2	46
		St. Joseph's Convent	13	12	11	12	48	9	11	12	12	44
		St. Patrick's R. C. M. School ...	14	3	1	3	21	27	26	21	8	82
		St. Matthew's School	2	2	1	3	8	3	3	3	...	9
		English Girls' High School ...	5	6	6	4	21	7	8	7	9	31
		Mizpah Hall School	16	15	7	2	40	16	14	14	6	50
		A. B. M. Karen School	5	6	16	10	37	7	27	15	6	55
		Cantonment School	...	7	4	6	17	6	...	7	6	19
		A. B. M. Boys' School	21	19	18	10	68	12	22	22	15	71
		Anglo-Vernacular Town School ...	12	5	4	...	21	10	6	5	4	25
	Toungoo	St. Luke's S. P. G. School ...	50	29	35	33	147	37	51	36	23	147
		R. C. M. Boys' School	5	8	13	8	34	9	13	6	10	38
		St. Joseph's Convent	17	11	4	4	36	...	4	5	2	11
		A. B. M. Paku-Karen School ...	31	12	12	5	60	21	27	24	8	80
		A. B. M. Sgaw-Karen School, Shwegyin	...	...	...	...	...	17	32	14	6	69
	Thatôn ...	Anglo-Vernacular School, Kyaikto ...	...	...	...	...	...	2	2	6	1	11
	Tavoy ...	A. B. M. Karen School	27	9	9	3	48	28	20	16	15	79
		Total ...	228	160	157	120	665	227	279	228	133	867

UPPER BURMA.

Northern Division.

The number of full passes gained was as below :—

Class of institution.	Full passes.									
	1894-95.					1895-96.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	91	79	80	25	275	96	104	76	59	335
Total ...	91	79	80	25	275	96	104	76	59	335

The following are the details for the foregoing schools :—

District.	Name of school.	Full passes.									
		1894-95.					1895-96.				
		Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.		I.	II.	III.	IV.	
Mandalay ...	St. Joseph's Convent	12	13	17	8	50	33	18	14	10	75
	A. B. M. Boys' School	14	16	16	4	50	12	12	14	12	50
	S. P. G. Royal School	15	13	6	9	43	6	13	9	6	34
	E. W. M. Boys' School	12	5	8	2	27	7	14	8	4	33
	St. Peter's R. C. M. School	6	...	6	...	12	2	4	1	4	11
	A. B. M. Eurasian Girls' School ...	2	2	4	1	9	3	4	2	1	10
	A. B. M. Burmese Girls' School ...	9	11	6	...	26	10	6	10	7	33
	St. Xavier's Anglo-Tamil School ...	4	3	5	1	13	7	9	4	3	23
	Maung Shwe Thin's School	17	16	12	...	45	16	24	14	12	66
	Total ...	91	79	80	25	275	96	104	76	59	335

Registered Aided schools have decreased by one owing to the transfer of the Shwebo district, with one school, to the Central Division.

Central Division.

The number of passes gained was as follows :—

Class of institution.	1894-95.					1895-96.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	13	8	11	5	37	31	21	28	21	101
Total ...	13	8	11	5	37	31	21	28	21	101

The following are the details for the foregoing schools :—

District.	Name of school.	Full passes.									
		1894-95.					1895-96.				
		Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.		I.	II.	III.	IV.	
Shwebo ...	All Saints' S. P. G. School	4	10	9	14	37	14	5	11	10	40
Sagaing ...	Town School	6	3	1	3	13	10	11	9	1	31
Lower Chindwin ...	E. W. M. Boys' School	7	5	10	2	24	7	5	8	10	30
	Total ...	17	18	20	19	74	31	21	28	21	101

Although the S. P. G. School, Shwebo, has been added to the list, the number of schools has not increased owing to the transfer of the A. B. M. Mixed School, Sagaing, to the Vernacular list.

Southern Division.

The number of passes gained was as below :—

Class of institution.	1894-95.					1895-96.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	7	4	3	8	22	13	9	8	5	35
Total ...	7	4	3	8	22	13	9	8	5	35

The following are the details for the foregoing schools :—

District.	Name of school.	Full passes.									
		1894-95.					1895-96.				
		Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.		I.	II.	III.	IV.	
Pakôkku ...	E. W. M. Boys' School	7	4	3	8	22	13	9	8	5	35
	Total ...	7	4	3	8	22	13	9	8	5	35

The statistics for Thayetmyo, as already stated, have been included in Lower Burma.

Eastern Division.

The number of passes gained was as below :—

Class of institution.	1894-95.					1895-96.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	..	...	...	...	...	...
In Registered Aided schools ...	29	22	22	11	84	34	24	27	17	102
Total ...	29	22	22	11	84	34	24	27	17	102

The following are the details for the foregoing schools :—

District.	Name of school.	Full passes.									
		1894-95.					1895-96.				
		Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
		I.	II.	III.	IV.		I.	II.	III.	IV.	
Yamèthin ...	A. B. M. Boys' School	1	10	9	1	21	9	5	9	5	28
	All Saints' S. P. G. School, Pyinmana ...	1	1	5	2	9	Closed.				
	Railway School, Yamèthin	1	2	...	...	3	2	1	2	1	6
	St. Joseph's R. C. M. School, Yamèthin ...	7	1	3	3	14	8	4	5	2	19
Kyauksè ...	E. W. M. Boys' School	3	2	...	4	9	5	2	6	1	14
Meiktila ...	A. B. M. Mixed School	...	3	3	1	7	4	4	2	5	15
Myingyan ...	R. C. M. Boys' School	16	3	2	...	21	6	8	3	3	20
	Total ...	29	22	22	11	84	34	24	27	17	102

Statistical Summary of Indigenous Burmese Schools for the official year ending the 31st March 1896.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed Middle School Examination (Standards V, VI, & VII). Boys.	Girls.	Upper Primary Examination (Standards III & IV). Boys.	Girls.	Lower Primary Examination (Standards I & II). Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	70	27	22	75	1,873	22	1,895	52	1,397	22	...	...	18	...	158	5	...	2,352	...	2,352	618	1,734	...	23	476	...	69·33
		Lay	24	7	8	23	900	287	1,247	21	905	279	12	...	72	4	211	60	...	2,391	3,090	5,481	2,602	2,879	...	2	55	8	91·30
		Total	94	34	30	98	2,833	309	3,142	73	2,302	301	12	...	90	4	369	65	...	4,743	3,090	7,833	3,220	4,613	...	25	531	8	74·49
	Northern Arakan.	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	10	12	1	21	443	...	443	3	87	...	...	...	8	...	29	...	...	366	...	366	126	240	...	18	356	...	14·29
		Lay	3	4	1	6	132	30	162	1	57	16	...	...	18	...	20	6	...	...	...	...	...	...	...	5	75	14	16·67
		Total	13	16	2	27	575	30	605	4	144	16	...	...	26	...	49	6	...	366	...	366	126	240	...	23	431	14	14·81
	Sandoway	Monastic	11	4	5	10	243	18	261	8	208	18	...	...	...	...	90	4	...	814	...	814	214	600	...	2	35	...	80·00
		Lay	15	9	3	21	447	122	569	21	447	122	9	2	44	8	159	45	580	1,106	110	1,796	1,186	610	...	...	...	...	100·00
		Total	26	13	8	31	690	140	830	29	655	140	9	2	44	8	249	49	580	1,920	110	2,610	1,400	1,210	...	2	35	...	93·55
Pegu.	Rangoon Town.	Monastic	15	...	...	15	337	...	337	15	337	...	...	...	11	...	121	...	...	...	*13,610	13,610	1,010	*3,168	...	...	...	...	100·00
		Lay	59	11	6	64	1,916	1,326	3,242	64	1,916	1,326	2	30	81	48	653	377	...	...			9,432		...	...	...	...	100·00
		Total	74	11	6	79	2,253	1,326	3,579	70	2,253	1,326	2	30	92	48	774	377	...	...	13,610	13,610	10,442	3,168	...	...	...	...	100·00
	Hanthawaddy	Monastic	161	88	30	219	5,271	15	5,286	71	2,036	15	...	...	40	...	407	5	...	3,399	...	3,399	3,399	...	...	148	3,255	...	32·42
		Lay	46	62	4	104	2,054	1,402	3,466	72	1,670	1,125	12	2	84	20	505	363	...	9,583	...	9,583	6,421	2,862	300	32	394	277	69·23
		Total	207	150	34	323	7,325	1,417	8,752	143	3,706	1,140	12	2	124	20	1,002	368	...	12,982	...	12,982	9,820	2,862	300	180	3,629	277	44·27
	Pegu	Monastic	133	17	136	64	1,862	..	1,862	44	1,402	...	...	...	40	...	343	...	...	1,845	60	1,905	1,361	...	44	20	460	...	68·75
		Lay	106	29	70	65	1,052	1,012	2,064	59	1,533	889	9	...	73	19	470	233	...	962	6,179	7,141	4,543	2,500	98	6	119	123	90·77
		Total	239	46	206	129	3,514	1,012	4,526	103	2,935	889	9	...	113	19	813	233	...	3,807	6,239	9,046	6,404	2,500	142	26	579	123	79·84
	Tharrawaddy	Monastic	78	8	25	61	2,053	...	2,068	29	1,325	...	2	...	47	...	378	...	...	...	...	...	...	...	...	32	743	...	47·54
		Lay	51	17	17	51	1,498	591	2,089	41	1,340	528	20	4	91	18	453	159	...	7,669	1,360	8,429	6,389	2,040		10	158	63	80·39
		Total	129	25	42	112	3,506	501	4,157	70	2,665	528	22	4	138	18	831	159	...	7,669	1,360	8,429	6,389	2,040	...	42	901	63	62·50
	Prome	Monastic	43	13	8	48	1,631	...	1,631	45	1,501	...	...	...	18	...	378	...	...	1,250	304	1,554	1,314	240	...	3	78	...	93·75
		Lay	28	3	6	25	946	352	1,298	25	949	352	21	...	104	15	411	139	80	6,780	2,230	9,096	4,731	4,315	50	...	...	...	100·00
		Total	71	16	14	73	2,577	352	2,929	70	2,507	352	21	...	122	15	789	139	80	8,030	2,540	10,050	6,045	4,555	50	3	78	...	95·89
	Bassein	Monastic	2	-	8	20	739	9	748	20	739	9	11	...	57	...	248	5	...	2,645	958	3,603	1,323	2,280	...	...	...	...	100·00
		Lay	21	9	2	22	376	301	1,177	28	870	301	29	3	91	12	327	82	...	2,082	2,603	4,765	3,245	1,520	...	...	...	...	100·00
		Total	41	17	10	48	1,015	310	1,925	48	1,615	310	40	3	148	12	575	87	...	4,727	3,641	8,368	4,568	3,800	...	...	...	...	100·00
Wardy.	Thongwa	Monastic	141	17	11	147	3,617	12	3,629	25	1,119	12	...	...	44	...	452	3	...	1,440	...	1,440	1,440	...	...	122	2,498	...	17·01
		Lay	59	16	14	58	1,324	931	2,255	45	1,632	786	24	...	145	23	629	279	...	5,196	2,573	7,769	5,589	1,930	250	13	192	145	77·59
		Total	197	33	25	205	5,441	943	6,384	70	2,751	798	24	...	189	23	1,081	282	...	6,636	2,573	9,209	7,029	1,930	250	135	2,690	145	34·15

Irra.	Myaungmya	Monastic	..	95	6	5	96	2,119	...	2,119	19	740	...	...	...	49	...	236	...	...	692	1,010	1,702	1,342	360	...	77	1,379	...	19·79
		Lay	...	38	9	8	39	751	485	1,236	23	587	327	...	...	39	8	206	115	...	2,397	528	2,925	1,965	960	...	16	164	158	58·97
		Total	...	133	15	13	135	2,870	485	3,355	42	1,327	327	...	...	88	8	442	115	...	3,089	1,538	4,627	3,307	1,320	...	93	1,543	158	31·11
	Henzada	Monastic	...	63	8	...	71	2,249	...	2,249	38	1,661	...	4	...	84	...	558	...	...	1,423	2,166	3,589	1,959	1,630	...	33	588	...	53·52
		Lay	...	35	12	3	44	1,298	662	1,950	31	1,044	514	17	...	81	9	373	207	...	4,845	1,933	6,777	3,285	3,389	103	13	254	148	70·45
		Total	...	98	20	3	115	3,547	662	4,209	69	2,705	514	21	...	165	9	931	207	...	6,268	4,098	10,366	5,244	5,019	103	46	842	148	60·00
Tenasserim.	Moulmein	Monastic	...	17	2	...	19	585	...	585	17	541	...	18	...	66	...	201	...	2,751	...	...	2,751	1,147	1,604	...	2	44	...	89·47
		Lay	...	27	3	1	29	1,015	784	1,799	29	1,015	784	...	12	31	35	311	221	2,581	...	...	2,581	2,341	240	...	...	...	...	100·00
		Total	...	44	5	1	48	1,600	784	2,384	46	1,556	784	18	12	97	35	512	221	5,332	...	...	5,332	3,488	1,844	...	2	44	...	95·83
	Amherst	Monastic	...	42	11	21	32	1,473	...	1,473	32	1,473	...	...	...	48	...	486	...	...	1,870	...	1,870	1,270	600	...	...	...	...	100·00
		Lay	...	17	5	10	12	341	176	517	12	341	176	1	...	17	4	119	49	...	1,279	...	1,279	799	480	...	...	...	...	100·00
		Total	...	59	16	31	44	1,814	176	1,990	44	1,814	176	1	...	65	4	605	49	...	3,149	...	3,149	2,069	1,080	...	...	...	...	100·00
	Thatôn	Monastic	...	56	1	17	40	1,656	..	1,656	18	818	...	5	...	71	...	312	...	...	2,072	840	2,912	1,652	1,260	...	22	838	...	45·00
		Lay	...	41	4	14	31	1,000	541	1,541	13	537	281	4	...	47	14	164	72	...	2,173	421	2,594	2,189	405	...	18	463	260	41·61
		Total	...	97	5	31	71	2,656	541	3,197	31	1,355	281	9	...	118	14	476	72	...	4,245	1,261	5,506	3,841	1,665	...	40	1,301	260	43·66
	Tavoy	Monastic	...	4	...	...	4	247	5	252	4	247	5	...	...	9	...	50	4	...	724	...	724	364	360	...	...	...	...	100·00
		Lay	...	22	5	2	25	668	373	1,041	25	668	373	11	...	66	17	249	112	...	2,875	1,843	4,718	2,434	2,090	194	...	...	...	100·00
		Total	...	26	5	2	29	915	378	1,293	29	915	378	11	...	75	17	299	116	...	3,599	1,843	5,442	2,798	2,450	194	...	...	...	100·00
	Mergui	Monastic	...	10	4	3	11	412	...	412	11	412	...	...	...	19	...	74	...	...	290	164	454	454	...	...	...	...	...	100·00
		Lay	...	8	3	1	10	297	213	510	10	297	213	1	...	24	14	117	76	...	454	1,201	1,655	1,295	360	...	...	...	...	100·00
		Total	...	18	7	4	21	709	213	922	21	709	213	1	...	43	14	191	76	...	744	1,365	2,109	1,749	360	...	...	...	...	100·00
	Toungoo	Monastic	...	23	29	1	51	1,628	27	1,655	28	887	27	3	...	27	...	281	7	...	...	1,776	1,776	1,776	...	...	23	741	...	54·90
		Lay	...	9	16	...	25	853	423	1,276	17	659	345	3	...	60	5	214	126	113	960	4,360	5,433	2,920	2,513	...	8	194	78	68·00
		Total	...	32	45	1	76	2,481	450	2,931	45	1,546	372	6	...	87	5	495	133	113	960	6,136	7,209	4,696	2,513	...	31	935	78	59·21
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Southern.	Thayetmyo	Monastic*	...	74	35	19	90	1,909	...	1,909	20	531	...	18	...	23	...	149	...	...	399	570	969	729	240	...	70	1,378	...	22·22
		Lay	...	24	8	5	27	521	312	833	16	403	229	16	1	41	18	118	71	445	2,176	1,255	3,876	1,298	2,578	...	11	118	83	59·26
		Total	...	98	43	24	117	2,430	312	2,742	36	934	229	34	1	64	18	267	71	445	2,575	1,825	4,845	2,027	2,818	...	81	1,496	83	30·77
	For 1895-96	Monastic	...	1,116	290	312	1,094	30,370	108	30,478	499	17,521	108	61	...	679	...	5,041	33	2,751	21,581	} 51,229*	1,31,688*	{ 21,998	} 45,987*	{ 44	595	12,849	...	45·61
		Lay	...	630	232	175	687	19,059	10,323	20,382	553	16,873	8,966	191	54	1,209	291	5,709	2,792	3,799	52,328			62,664		995	134	2,186	1,357	80·49
		Total	...	1,746	522	487	1,781	49,429	10,431	59,860	1,052	34,394	9,074	252	54	1,888	291	10,750	2,825	6,550	73,909	51,229	1,31,688	84,662	45,987	1,039	729	15,035	1,357	59·07
	For 1894-95	.....		2,132	395	781	1,746	46,859	10,117	56,976	918	30,295	8,901	171	68	1,615	272	10,394	2,823	7,563	59,450	53,348	1,20,361	71,598	48,179	584	828	16,564	1,216	52·58
	For 1895-96	Increase	...	...	127	...	35	2,570	314	2,884	134	4,099	173	81	...	273	19	356	2	..	14,459	..	11,327	13,064	...	455	...	..	141	6·49
		Decrease	...	386	...	294	...	...	...	...	...	...	...	...	14	...	...	...	...	1,013	...	2,119	...	...	2,192	...	99	1,529	...	...

* Rangoon Town includes itinerant teacher's salary grant.

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.								
			Number of institutions.				Attendance.			Number of schools.	Attendance.
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Boys.	Girls.	Total		Boys	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic	10	...	...	10	217	...	217	...	...	...
		Lay	43	3	...	46	1,115	508	1,623	30	817	382
		Total	53	3	...	56	1,332	508	1,840	30	817	382
	Pegu	Monastic	2	2	...	4	163	...	163	2	111	...
		Lay	33	17	7	43	834	506	1,340	33	679	447
		Total	35	19	7	47	997	506	1,503	35	790	447
	Tharrawaddy	Monastic	1	...	...	1	30	...	30	...	...	...
		Lay	23	2	...	25	683	329	1,012	17	524	275
		Total	24	2	...	26	713	329	1,042	17	524	275
Irrawaddy.	Bassein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	82	11	8	85	1,280	1,005	2,285	85	1,280	1,005
		Total	82	11	8	85	1,280	1,005	2,285	85	1,280	1,005
	Thôngwa	Monastic	1	1	1	1	38	...	38	...	...	...
		Lay	71	8	10	69	1,092	750	1,842	63	1,008	704
		Total	72	9	11	70	1,130	750	1,880	63	1,008	704
	Henzada	Monastic	1	...	...	1	20	...	20	1	20	...
		Lay	42	9	...	51	951	587	1,538	51	951	587
		Total	43	9	...	52	971	587	1,558	52	971	587
	Myaungmya	Monastic	1	...	1	...	...	...	...	...	...	...
		Lay	54	4	11	47	791	549	1,340	47	791	549
		Total	55	4	12	47	791	549	1,340	47	791	549
Tenasserim.	Amherst	Monastic	19	1	12	8	248	...	248	8	248	...
		Lay	30	7	18	19	248	167	415	17	230	153
		Total	49	8	30	27	496	167	663	25	478	153
	Thatôn	Monastic	1	10	1	10	205	...	205	7	152	...
		Lay	13	15	13	15	353	189	542	15	353	189
		Total	14	25	14	25	558	189	747	22	505	189
	Tavoy	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...
	Mergui	Monastic	1	...	...	1	25	...	25	1	25	...
		Lay	2	...	2	...	...	...	...	...	...	...
		Total	3	...	2	1	25	...	25	1	25	...
	Toungoo	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	45	22	1	66	1,300	714	2,014	66	1,300	714
		Total	45	22	1	66	1,300	714	2,014	66	1,300	714
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	3	1	1	3	37	19	56	3	37	19
		Total	3	1	1	3	37	19	56	3	37	19
	For 1895-96	Monastic	37	14	15	36	946	...	946	19	556	...
		Lay	441	99	71	469	8,684	5,323	14,007	427	7,970	5,024
		Total	478	113	86	505	9,630	5,323	14,953	446	8,526	5,024
	For 1894-95	.....	502	59	83	478	9,690	5,160	14,850	371	7,709	4,521
	For 1895-96	Increase	...	54	3	27	...	163	103	75	817	503
		Decrease	24	...	...	...	60	...	...	...	...	...

for the official year ending the 31st March 1896.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School Examination (Standards V, VI, & VII).		*Upper Primary Examination (Standards III & IV).*		*Lower Primary Examination (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	..	...	...	...	...	...	...	...	...	...	...	10	217	..	...
13	...	66	18	220	116	...	6,328	...	6,328	2,272	4,056	...	16	298	126	65·22
13	...	66	18	220	116	...	6,328	...	6,328	2,272	4,056	..	26	515	126	53·57
...	...	...	...	21	...	...	...	...	...	...	...	...	2	52	...	50·00
6	4	72	21	124	93	...	5,226	...	5,226	2,646	2,580	...	10	155	59	76·74
6	4	72	21	145	93	...	5,226	..	5,226	2,646	2,580	...	12	207	59	74·47
...	...	...	...	...	...	...	...	...	...	...	...	...	1	30	...	...
7	6	50	21	136	61	...	3,942	...	3,942	1,770	2,172	...	8	159	54	68·00
7	6	50	21	136	61	...	3,942	...	3,942	1,770	2,172	...	9	189	54	65·38
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	85	45	370	239	...	3,948	113	4,061	4,061	...	...	...	...	...	100·00
...	1	85	45	370	239	...	3,948	113	4,061	4,061	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	1	38	...	...
10	3	75	32	391	229	...	3,328	3,456	6,784	3,328	3,456	...	6	84	46	91·30
10	3	75	32	391	229	...	3,328	3,456	6,784	3,328	3,456	...	7	122	46	90·00
...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	100·00
5	7	86	60	304	166	...	4,975	...	4,975	3,055	1,920	...	...	...	...	100·00
5	7	86	60	310	166	...	4,975	...	4,975	3,055	1,920	...	...	...	...	100·00
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
5	4	57	20	171	92	...	3,583	...	3,583	2,623	960	...	...	...	...	100·00
5	4	57	20	171	92	...	3,583	...	3,583	2,623	960	...	...	...	...	100·00
...	...	8	...	22	...	...	200	27	227	182	45	...	...	...	...	100·00
2	...	22	8	68	33	...	1,080	100	1,180	680	500	...	2	18	14	89·47
2	...	30	8	90	33	...	1,280	127	1,407	862	545	...	2	18	14	92·59
...	...	...	...	10	...	...	164	...	164	144	20	...	3	53	...	70·00
17	2	48	30	124	77	...	1,600	...	1,600	1,050	550	...	...	...	...	100·00
17	2	48	30	134	77	...	1,764	...	1,764	1,194	570	...	3	53	...	88·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8	...	...	5	...	5	5	...	...	...	...	...	100·00
...	...	...	...	...	...	...	66	..	66	66	...	...	...	...	...	...
...	...	...	...	8	...	...	71	..	71	71	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	6	138	40	239	100	...	3,130	2,884	6,014	4,126	1,888	...	...	...	...	100·00
34	6	138	40	239	100	...	3,130	2,884	6,014	4,126	1,888	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	7	2	...	200	...	200	100	100	...	...	...	...	100·00
...	...	1	...	7	2	...	200	...	200	100	100	...	...	...	...	100·00
...	...	8	...	67	...	...	369	27	396	331	65	...	17	390	...	52·78
99	33	700	295	2,154	1,208	...	37,406	6,553	43,959	25,777	18,182	...	42	714	290	91·04
99	33	708	295	2,221	1,208	...	37,775	6,580	44,355	26,108	18,247	...	59	1,104	299	88·32
72	20	618	260	1,901	1,020	288	46,397	3,337	50,022	28,894	20,240	888	107	1,981	639	77·62
27	13	90	35	320	188	...	...	3,243	...	...	...	...	...	...	...	10·70
...	...	...	...	...	...	288	8,622	...	5,667	2,786	1,993	888	48	877	340	...

Statistical Summary of Mahomedan Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arakan.	Akyab	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	9	5	2	12	350	45	395	7	263	32
		Total	9	5	2	12	350	45	395	7	263	32
	Kyaukpyu	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	...	1	...	1	24	...	24	...	...	...
		Total	...	1	...	1	24	...	24	...	...	...
Pegu.	Rangoon	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	1	1	...	2	129	29	158	1	88	22
		Total	1	1	...	2	129	29	158	1	88	22
Tenasserim.	Moulmein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	2	1	1	2	172	85	257	1	80	40
		Total	2	1	1	2	172	85	257	1	80	40
	For 1895-96	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	12	8	3	17	675	159	834	9	431	94
		Total	12	8	3	17	675	159	834	9	431	94
	For 1894-95	...	16	62	6	12	545	116	661	9	469	108
	For 1895-96	Increase	...	6	...	5	130	43	173	...	...	...
		Decrease	4	...	3	...	...	...	...	...	38	14

Statistical Summary of Tamil Schools

Pegu.	Rangoon	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	19	6	2	23	489	195	684	23	489	195
		Total	19	6	2	23	489	195	684	23	489	195
	Pegu	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	12	2	7	7	106	10	116	3	61	6
		Total	12	2	7	7	106	10	116	3	61	6
	Hanthawaddy	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	5	8	3	10	140	27	167	8	122	23
		Total	5	8	3	10	140	27	167	8	122	23
Tenasserim.	Moulmein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	11	2	1	12	214	28	242	9	165	20
		Total	11	2	1	12	214	28	242	9	165	20
	For 1895-96	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	47	18	13	52	949	260	1,209	43	837	244
		Total	47	18	13	52	949	260	1,209	43	837	244
	For 1894-95	...	1	46	...	47	862	165	1,027	39	753	164
	For 1895-96	Increase	46	...	13	5	87	95	182	4	84	80
		Decrease	...	28	...	...	...	...	...	...	...	...

for the official year ending the 31st March 1896.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School Examination (Standards V, VI, & VII).		*Upper Primary Examination (Standards III & IV).*		*Lower Primary Examination (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	14	...	50	2	...	995	555	1,550	220	1,330		5	87	13	58·33
...	...	14	...	50	2	...	995	555	1,550	220	1,330	...	5	87	13	58·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	1	24	...	...
...	...		...	...	...	...	...	..	..	...	...	...	1	24	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	9	3	...	...	399	399	399	...	...	1	41	7	50·00
...	...	1	...	9	3	..	...	399	399	399		...	1	41	7	50·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	9	...	...	...	150	150	150	...	...	1	92	45	50·00
...	...	4	...	9	...	...	...	150	150	150	...	...	1	92	45	50·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	19	...	68	5	...	995	1,104	2,099	769	1,330	...	8	244	65	52·94
...	...	19	...	68	5	...	995	1,104	2,099	769	1,330	...	8	244	65	52·94
...	...	12	...	114	14	...	917	349	1,266	502	764	..	3	76	8	75·00
...	...	7	...	...	...	...	78	755	833	267	566	...	5	168	57	...
...	...	...	...	46	9	...	...	...	...	...	...	...	...	...	...	22·06

for the official year ending the 31st March 1896.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	26	8	222	65	...	...	2,090	2,090	1,650	440	...	...	...	...	100·00
...	...	26	8	222	65	...	...	2,090	2,090	1,650	440	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	6	...	25	2	...	412	85	497	497	...	...	4	45	4	42·86
..	...	6	...	25	2	...	412	85	497	497		...	4	45	4	42·86
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	68	10	...	74	...	74	74	...	...	2	18	4	80·00
...	...	...		68	10		74	...	74	74	...	...	2	18	4	80·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	19	...	73	9	374	...	...	374	374	...	...	3	49	8	75·00
...	...	19	...	73	9	374		...	374	374	...	...	3	49	8	75·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	51	8	388	86	374	486	2,175	3,035	2,595	440	...	9	112	16	82·69
...	...	51	8	388	86	374	486	2,175	3,035	2,595	440	...	9	112	16	82·69
...	...	...	10	456	52	...	...	180	180	...	180	...	8	109	1	82·98
...	...	51	...	...	27	374	486	1,995	2,855	2,595	260	...	1	3	15	...
...	...	...	2	68	...	...	...	...	...	...	...	...	...	...	...	·29

Statistical Summary of Indigenous Burmese

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.									
			Number of institutions.				Attendance.				Attendance.	
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.	Number of schools.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Northern.	Mandalay	Monastic ...	185	53	27	211	4,090	32	4,122	31	757	*32
		Lay ...	121	23	10	134	2,892	2,700	5,592	91	2,359	2,175
		Total ...	306	76	37	345	6,982	2,732	9,714	122	3,116	2,207
	Bhamo	Monastic ...	15	4	5	14	307	...	307	12	275	...
		Lay ...	7	1	3	5	102	65	167	4	96	53
		Total ...	22	5	8	19	409	65	474	16	371	53
	Katha	Monastic ...	20	6	7	19	334	...	334	13	228	...
		Lay ...	3	3	1	5	90	76	166	5	90	76
		Total ...	23	9	8	24	424	76	500	18	318	76
	Myitkyina	Monastic ...	4	1	...	5	80	...	80	3	50	...
		Lay ...	...	...	...	...	...	...	...	...	...	...
		Total ...	4	1	...	5	80	...	80	3	50	...
	Ruby Mines	Monastic ...	2	3	...	5	80	...	80	1	13	...
		Lay ...	1	2	...	3	38	31	69	3	38	31
		Total ...	3	5	...	8	118	31	149	4	51	31
Central.	Shwebo	Monastic ...	90	13	59	44	883	...	883	17	389	...
		Lay ...	19	7	2	24	303	293	596	19	270	258
		Total ...	109	20	61	68	1,186	293	1,479	36	659	258
	Sagaing	Monastic ...	56	106	26	136	2,680	...	2,680	25	654	...
		Lay ...	21	28	5	44	413	727	1,140	40	377	660
		Total ...	77	134	31	180	3,093	727	3,820	65	1,031	660
	Lower Chindwin	Monastic ...	114	19	...	133	2,369	...	2,369	25	578	...
		Lay ...	33	13	2	44	461	609	1,070	35	440	532
		Total ...	147	32	2	177	2,830	609	3,439	60	1,018	532
	Upper Chindwin	Monastic ...	89	14	...	103	1,495	...	1,495	1	12	...
		Lay ...	5	2	2	5	70	49	119	4	70	39
		Total ...	94	16	2	108	1,565	49	1,614	5	82	39
Eastern.	Kyauksè	Monastic ...	18	4	2	20	315	...	315	9	195	...
		Lay ...	11	3	...	14	236	152	388	14	236	152
		Total ...	29	7	2	34	551	152	703	23	431	152
	Meiktila	Monastic ...	74	17	5	86	1,759	...	1,759	48	1,133	...
		Lay ...	17	3	1	19	119	340	459	17	117	310
		Total ...	91	20	6	105	1,878	340	2,218	65	1,250	310
	Myingyan	Monastic ...	289	85	37	337	6,409	...	6,409	60	1,719	...
		Lay ...	43	6	13	36	403	498	901	28	336	400
		Total ...	332	91	50	373	6,812	498	7,310	88	2,055	400
	Yamèthin	Monastic ...	432	23	9	446	11,659	...	11,659	60	2,346	...
		Lay ...	30	4	1	33	539	474	1,013	15	356	304
		Total ...	462	27	10	479	12,198	474	12,672	75	2,702	304
Southern.	Minbu	Monastic ...	109	60	48	121	2,132	10	2,142	111	2,020	10
		Lay ...	17	4	2	19	192	315	507	19	192	315
		Total ...	126	64	50	140	2,324	325	2,649	130	2,212	325
	Magwe	Monastic ...	91	44	44	91	2,023	...	2,023	84	1,873	...
		Lay ...	16	2	4	14	353	164	417	12	232	142
		Total ...	107	46	48	105	2,276	164	2,440	96	2,105	142
	Pakókku	Monastic ...	178	26	...	204	3,985	10	3,995	66	1,566	10
		Lay ...	13	10	3	20	284	337	621	20	284	337
		Total ...	191	36	3	224	4,269	347	4,616	86	1,850	347
	For 1895-96	Monastic ...	1,766	478	269	1,975	40,600	52	40,652	566	13,808	52
		Lay ...	357	111	49	419	6,395	6,830	13,225	326	5,493	5,784
		Total ...	2,123	589	318	2,394	46,995	6,882	53,877	892	19,301	5,836
	For 1894-95 ...	.....	2,047	503	427	2,123	42,012	5,374	47,386	533	11,548	4,069
	For 1895-96	Increase ...	76	86	...	271	4,983	1,508	6,491	359	7,713	1,767
		Decrease ...	...	...	109	...	...	...	...	...	...	...

* Includes itinerant teacher's salary grants.

N.B.—Mandalay Town includes three Vernacular aided mission schools with 159 pupils and five Mahomedan aided schools with 250 scholars.

Shwebo includes three Vernacular aided mission schools with 90 pupils.

Schools for the year ending the 31st March 1896.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School Examination (Standards V, VI and VII).		*Upper Primary Examination (Standards III and IV).*		*Lower Primary Examination (Standards I and II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
15	...	86	3	321	13	15,933*	...	351	16,284	1,691	3,017	...	180	3,333	...	14·69
10	6	190	127	1,131	1,005		...	...		11,526		50	43	533	525	67·91
25	6	276	130	1,452	1,018	15,933	...	351	16,284	13,217	3,017	50	223	3,866	525	35·36
3	...	8	...	65	...	292	...	...	292	292	...	...	2	32	...	85·71
5	1	5	2	23	9	639	...	...	639	74	565	...	1	6	12	80·00
8	1	13	2	88	9	931	...	...	931	366	565	...	3	38	12	84·21
...	...	...	...	30	...	126	...	...	126	126	...	...	6	106	...	68·42
...	...	11	...	33	22	1,622	...	...	1,622	242	1,380	...	...	...	...	100·00
...	...	11	...	63	22	1,748	...	...	1,748	368	1,380	...	6	106	...	75·00
...	...	1	...	15	...	498	...	...	498	18	480	...	2	30	...	60·00
...	...	...	...	...	...	2	...	...	2	2	...	...	...	...	...	...
...	...	1	...	15	...	500	...	...	500	20	480	...	2	30	...	60·00
...	...	...	...	...	...	...	...	...	...	...	...	...	4	67	...	20·00
...	...	...	...	10	10	124	...	...	124	20	104	...	...	...	...	100·00
...	...	...	...	10	10	124	...	...	124	20	104	...	4	67	...	50·00
8	...	31	...	124	...	1,013	...	...	1,013	1,013	...	...	27	494	...	38·64
2	1	9	5	116	73	1,477	...	...	1,477	1,377	...	100	5	33	35	79·17
10	1	40	5	240	73	2,490	...	...	2,490	2,390	...	100	32	527	35	52·94
23	...	82	...	264	...	2,078	...	...	2,078	1,418	660	...	111	2,026	...	18·38
6	...	18	19	117	172	1,688	...	...	1,688	968	520	200	4	36	67	90·91
29	...	100	19	381	172	3,766	...	...	3,766	2,386	1,180	200	115	2,062	67	36·11
5	...	17	...	87	...	4,857*	...	...	4,857	397	2,060	...	108	1,791	...	18·80
...	...	29	25	152	144		...	...		1,800		600	9	21	77	79·55
5	...	46	25	239	144	4,857	...	...	4,857	2,197	2,060	600	117	1,812	77	33·90
...	...	3	...	6	...	1,768	...	...	1,768	55	1,310	...	102	1,483	...	·97
...	...	...	...	25	12		...	...		203		200	1	...	10	80·00
...	...	3	...	31	12	1,768	...	...	1,768	258	1,310	200	103	1,483	10	4·63
4	...	23	...	81	...	3,606	...	...	3,606	547	1,512	...	11	120	...	45·00
1	2	25	10	90	61		...	...		1,247		300	...	...	...	100·00
5	2	48	10	171	61	3,606	...	...	3,606	1,794	1,512	300	11	120	...	67·65
5	...	50	...	310	...	2,882	...	...	2,882	1,102	983	...	38	626	...	55·81
1	...	7	6	43	115		...	...		797		...	2	2	30	89·47
6	...	57	6	353	115	2,882	...	...	2,882	1,899	983	...	40	628	30	61·90
1	...	16	...	330	...	4,541	...	...	4,541	1,847	1,075	...	277	4,690	...	17·80
...	...	13	10	115	94		...	...		1,619		...	8	67	98	77·78
1	...	29	10	445	94	4,541	...	...	4,541	3,466	1,075	...	285	4,757	98	23·59
4	...	31	...	272	...	5,434	...	...	5,434	1,769	1,879	...	386	9,313	...	13·45
1	...	37	17	140	128		...	...		1,786		...	18	183	170	45·45
5	...	68	17	412	128	5,434	...	...	5,434	3,555	1,879	...	404	9,496	170	15·66
...	...	6	...	160	4	3,116	...	30	3,146	767	1,986	...	10	112	...	91·74
1	...	7	7	50	86		...	...		393		...	...	...	...	100·00
1	...	13	7	210	90	3,116	...	30	3,146	1,160	1,986	...	10	112	...	92·86
1	...	17	...	267	...	3,278	...	...	3,278	788	1,873	...	7	150	...	92·31
...	...	5	...	81	43		...	...		617		...	2	21	22	85·71
1	...	22	...	348	43	3,278	...	...	3,278	1,405	1,873	...	9	171	22	91·43
1	...	39	...	372	...	2,781	...	...	2,781	860	1,349	...	138	2,419	...	32·35
...	...	16	2	99	118		...	...		572		...	...	...	...	100·00
1	...	55	2	471	118	2,781	...	...	2,781	1,432	1,349	...	138	3,419	..	38·35
69	...	410	3	2,704	17	57,755	...	381	58,136	12,690	20,753	...	1,409	26,792	...	28·66
28	10	372	230	2,225	2,092		...	...		23,243		1,450	93	902	1,046	77·80
97	10	782	233	4,929	2,109	57,755	...	381	58,136	35,933	20,753	1,450	1,502	27,694	1,046	37·26
49	6	528	157	3,531	1,466	40,020	...	...	40,020	22,213	17,807	...	1,590	30,424	1,305	25·11
48	4	254	76	1,398	643	17,735	...	381	18,116	13,720	2,946	1,450	...	...	...	12·15
...	...	...	...	...	...	...	...	...	...	...	...	...	88	2,730	259	...

Bhamo includes one Vernacular Kachin aided mission school with 79 pupils.
Sagaing includes one Vernacular aided mission school with 22 pupils.
Pakôkku includes four Vernacular aided miss on schools with 80 pupils.
Yamèthin includes eight Mahomedan unaided schools with 164 pupils

B.—Indigenous Schools.

47. The following are the leading statistics for the two years:—

Description.	1894-95.		1895-96.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	3,847	103,981	4,175	113,081
Karen	478	14,850	505	14,725
Mahomedan	24	1,042	17	834
Tamil	47	1,027	52	1,209
Total ...	4,396	120,900	4,749	129,849

48. Full passes were as follows:—

Description.	1894-95.		1895-96.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.
Burmese	2,571	18,214	3,194	20,613
Karen	878	2,921	1,003	3,429
Mahomedan	24	207	19	73
Tamil	10	515	59	474
Total ...	3,483	21,857	4,275	24,589

49. The forms of aid granted to Indigenous schools are—

(*a*) *Results grants.*—These, as before, go chiefly to the lay schools, but monastic schools are slowly increasing their earnings. In Upper Burma the concession to these schools of grants for partial passes, *i.e.*, for passing in Burmese only, has induced many schools to come forward.

(*b*) The *Salary grant* system has continued in force, but both salaries for Certificated Assistant teachers and temporary salaries to Certificated managers have been granted very sparingly.

In Rangoon town and some parts of the country Itinerant teachers have taken the place of fixed Certificated Assistant teachers, with promising results. The "Itinerant Teachers" system, combined with the old "Certificated Assistant Teachers" system for certain localities and for some monastic schools, and supplemented by the "Pupil Teacher" system will do much in Lower Burma, as it has done in Upper Burma, towards spreading Primary education.

Certificated managers appear to be increasing in numbers; this indicates greater readiness on the part of the people to support education.

50. With regard to the "*Teachers' Certificate*" system, the number of candidates presented this year for the Anglo-Vernacular Primary grade shows a decrease of 2 per cent. Of these, 27 per cent. passed.

The number presented for the Anglo-Vernacular Secondary grade shows an increase of 11 per cent. Of these, 25 per cent. passed.

The number presented for the Higher grade shows a decrease of 33 per cent. Of these, 16 per cent. passed.

For the Vernacular Primary grade the number of candidates presented shows an increase of 3 per cent. Of these, 27 per cent. passed.

For the Vernacular Secondary grade the number of candidates presented shows a decrease of 2 per cent. Of these, 21 per cent. passed.

The results of the Teachership Examination, as a whole, were disappointing. The large majority of candidates are teachers in Anglo-Vernacular and Vernacular schools, some of whom had evidently not read any of the prescribed text-books. Candidates presented from Normal schools did well.

The *Karens* are very eager to avail themselves of the higher rate of salary granted under the new rules introduced in 1894, but are slow to qualify. Of those who are under the old rules, some are too old to go in for the new tests, and others are indifferent and content with the old rates. Outside the Normal schools very few Karens have qualified.

The "*Pupil Teacher*" system is in full force in Upper and Lower Burma, and the Pupil teachers are examined each year by the Anglo-Vernacular and Vernacular tests as laid down in pages 147 and 148 of the Code, at the same time that the first, second, and third year of the Normal schools are examined.

Next year's report will contain a fuller account of the *Itinerant* and *Pupil Teacher's* systems. They have worked very well in Upper Burma. The only difficulty we have found has been in getting men to go to certain unpopular parts of the country and to remain there. Itinerant teachers need to have their work very closely watched and scrutinized by the Deputy Inspectors of Schools.

BURMESE SCHOOLS.

51. The following are the general statistics of Burmese Indigenous schools:—

	1894-95.	1895-96.	Increase.	Decrease.
Schools	3,847	4,175	328	...
Pupils	103,981	113,737	9,756	...
Full passes { I and II	18,214	20,613	2,399	...
Full passes { III and IV	2,571	3,194	623	...
Grants paid	87,713	120,595	32,882	...
Do earned	122,684	163,022	40,338	...
Certificated manager	93	96	3	...
Do. Assistant teachers	145	106	...	39

There is an increase in the number of public schools, 35 in Lower Burma and 271 in Upper Burma, and considerable increase in pupils. All the schools now classed as *public* have secured passes, or will do so during the ensuing year. Pupils, passes, and grants earned have increased. The general result is very satisfactory.

LOWER BURMA.

Arakan Division.

52. In this division the number of registered schools has increased 17 per cent., the number of pupils attending them 14 per cent., and the number of passes (Standards I to IV inclusive) 2 per cent. These increases should have been greater but for the disappointing results in Akyab town. Elsewhere, in each of the three districts, the results show steady progress. Almost everywhere the monthly fee paid in Vernacular schools is very small, varying from 2 to 6 annas.

AKYAB DISTRICT.

The number of registered schools has increased 4 per cent. and the number of pupils 6·8 per cent. This district as a whole (excluding Akyab town), though one of the most backward, shows progress both in the number of registered schools, pupils attending, and the number of passes gained.

In Akyab town there has been a considerable decrease in the number of pupils attending registered schools and in the number of passes gained by each

of the first seven standards except Standard VI. This is accounted for by the closing of Maung La Paw Zan's and Maung Tha Ban's schools, and to the prevalence of cholera in Akyab town. There is another cause to account for the poor percentage of passes in the lower standards, and that is, that managers have abused the rule regarding double promotions, and have promoted pupils who were not able to pass by the higher standard in the promotion examination conducted by the Deputy Inspector of Schools.

Akyab township, the most backward of all the townships, does not show progress. The number of registered schools has decreased from 4 to 2. The number of pupils attending these schools, and the number of passes gained, have also decreased. This is due to the salary grants given to Maung Zaya Pyu's and Maung Sin Tha's schools having been withdrawn, they being unable to fulfil the conditions under which such grants are given. These two schools were finally closed.

In the Naaf township, while the number of schools has increased, there is a slight falling off in the number of pupils attending and in the number of passes gained. The latter is due to Maung Shwe Bwin's lay school doing badly in the promotion examination, the work of the Certificated Assistant teacher in this school being very unsatisfactory. The decrease in the former is due largely to the prevalence of cholera.

In the Rathedaung township the number of schools is the same as last year. There has been an increase in the number of pupils attending and a slight increase in the number of passes gained.

In the Urittaung township there has been good progress. The number of schools, pupils attending and passes gained have all increased. No passes, however, were obtained beyond Standard II.

In the Kaladan township the number of schools has decreased by one. The number of pupils attending and the passes gained have both increased.

In the Myohaung township there are now 6 schools against 5 last year. The number of pupils attending has increased 29 per cent. The number of passes gained shows slight progress, which would have been greater but for the failure of one monastic school, due to the laziness of the Certificated Assistant teacher attached to it.

In the Minbya township passes and pupils attending show progress. The number of schools decreased by one.

In the Pauktaw township there has been a large increase in the number of pupils attending registered schools and in the passes by Standard I. No passes were gained beyond Standard II.

Of the Subdivisional Officers, U La Paw Zan, and of the Township Officers Maung Me, have done good work in furthering education.

Arakan Hill Tracts.

The number of schools (all monastic) has increased from 2 to 4, though none are registered. The average number of pupils attending these schools has also increased. Father Peter is trying to start a school in Paletwa. The work of the Deputy Inspector of Schools Ainuddin has been fairly satisfactory. He is energetic, but should try and improve the schools he visits more than he does, especially those under uncertificated managers. He does not spend as much time out of Akyab town as he ought. With the help of Itinerant teachers now appointed and the Certificated Assistant teachers at work, he ought to show better results next year if he will exert himself more and supervise the work of the Itinerant teachers.

Kyaukpyu District.

The number of registered schools has increased 108 per cent., the number of pupils attending them 104 per cent., and the number of passes gained 69 per cent. Passes were gained in each of the first four standards.

This district, by far the most backward in Lower Burma, shows signs of improvement. Cheduba township and Ramree town are responsible for almost all the passes gained. In the Cheduba township the schools have increased from 6 to 9, the pupils from 133 to 214, and there has been a slight increase in the passes

by Standards I, II, III, and IV. In Ramree town the number of schools remains the same; pupils and passes have increased, due to the rapid rise of the Vernacular Municipal School. In the Ramree township there are 5 registered schools, an increase of 2, and 122 pupils, an increase of 60. Only 2 passes by Standard I were obtained in this township. In Kyaukpyu town there are 2 registered schools against 1 last year. No passes, however, were obtained. No passes were obtained in the Kyaukpyu or Myebôn township, though there was a slight increase in the number of registered schools in each.

SANDOWAY DISTRICT.

The number of registered schools has increased 19 per cent., the number of pupils attending 9 per cent., and the number of passes gained 37 per cent. Passes were gained in the first five standards and in Standard VII. The progress made has been satisfactory.

In the Central township there has been an increase in the number of registered schools, pupils, and passes gained in each of the first five standards. In the Southern township there has also been an increase under each of these three heads. Passes were gained in each of the first seven standards. In the Northern township the number of registered schools has decreased from 7 to 6, the number of pupils attending these schools from 168 to 131; but the number of passes gained has increased. No passes were gained beyond Standard IV.

The number of Certificated managers is 3, the same as last year. The number of Certificated Assistant teachers has increased from 0 to 2.

The following are the best lay schools in this district:—

Maung Tha Taw's, Gwachaung, a Seventh Standard school.
A. B M. Chin School, Sandoway, under Miss Carr, Fifth grade.
Maung Mann's school, Sandoway, Fifth grade.
Maung Kadè's school, Sandoway.
Maung Shwe Tok's school, Satthwa.
Maung Po Min's, Takwindaing.

The following are the best monastic schools:—

U Tazawan's, Gwachaung.
U Kyana's, Singaung.
U Taza's, Umaw.

Maung San Do Aung, Township Officer, Gwachaung, has done excellent work in furthering education in his township.

Pegu Division.

The number of schools in this division has decreased by 53 and the number of pupils by 366.

The decrease in schools is entirely in the Pegu and Tharrawaddy districts. The former during the year under report lost two important townships, which are amalgamated with Hanthawaddy, and the addition of Pyuntaza township brought only a few schools to compensate for this loss. Notwithstanding this, however, Pegu district seems to have lost ground. In the Tharrawaddy district there is a decrease of 17 public schools, but an increase of pupils in attendance, the decrease being due to the removal of inefficient schools. The decrease of 366 in the number in attendance is due to a great extent to the constantly fluctuating attendance at monastic schools. The increase of Rs. 1,149 in the grants earned points to a larger number of passes.

Certificated managers have increased by 7, and Certificated Assistant teachers have decreased by 2. This indicates a desire on the part of Certificated Assistant teachers to open their own schools, and will result in the establishing of a better class of school.

RANGOON TOWN.

The figures for this year show many losses. Despite the fact that schools have increased by 5, the attendance of pupils is less by 616, owing largely to the prevalence of small-pox in several circles at the time the statistics were taken, nota-

bly in Kemmendine, Lammadaw, Ôkkalaba, and Dalla. Many pupils, moreover, were taken away from school owing to their parents being unable to pay school-fees, in consequence, it is alleged, of the slack state of trade in the town.

Full passes show a falling off, arising from the smaller attendance referred to above and also from a higher percentage of marks being required for Burmese than hitherto. It is said, too, that certain unrecognized Anglo-Vernacular schools have attracted many pupils from the higher standards by laxity in the matter of tuition fees and attendance. The Deputy Inspector is, however, confident that the general standard of efficiency has not deteriorated.

As a consequence of the fewer passes, the grants earned show a falling off of Rs. 4,387-13-0 and are Rs. 9,896-2-4 only. The closing of four lay schools of a good class contributed to this result. One was burned; of two others one manager died, the other disappeared, and one was removed from the public list.

A very pleasing feature of the year's figures is the increase of Certificated managers from 9 to 12. The field for good teachers is evidently improving year by year. Certificated Assistant teachers have decreased by 1, none being now attached to the Mahomedan school aided in 1894-95 by a half-salary grant. Itinerant teachers are 6 as before, one a mistress working in girls' schools. They have done useful work in the schools. All have passed the Teacher's Test Examination by the second grade, Maung Hman (2), Maung Po Thwe, Maung San Dwè and Ma Pyu being especially commended.

Of the schools the following have done good work:—

Maung Pan Nyo, Setsan.	Maung Po Maung, Kyauktada.
Maung Ba Yin, Pazundaung.	Ma Ngwè Zi, Pansodan.
Maung Po Lun, Botataung.	Maung Weik, Lammadaw.

HANTHAWADDY DISTRICT.

In the Tuntè township there is a decrease of 1 school, but an increase of 494 pupils. Passes by Standards I and V show decreases of 37 and 1 respectively, while passes by Standards II, IV, and VI show increases of 49, 6, and 2 respectively.

Kungyangôn township, with the same number of schools, shows an increase of 51 pupils. In Standards I and III there are decreases in the passes of 20 and 5, while in Standards II and IV there are increases of 15 and 8 respectively. The Fourth Standard is the highest yet reached.

Hmawbi township shows a decrease of 2 public schools and 236 pupils. There is a decrease in the passes by all the standards. This is to some extent accounted for by the annual examination having taken place rather late. This township, however, is rather backward.

Hlaing township, which is the most backward in the whole district, shows 19 schools and 376 pupils this year, as against 20 schools and 414 pupils last year. One monastic school disappeared. Standards I, III and V show decreases in the passes of 21, 2 and 1, while Standards II and IV show increases of 5 and 1 respectively.

Kyauktan township, transferred from the Pegu district in July 1895, with an increase of 5 public schools, shows an increase of 100 pupils. There is a decrease in the number of passes by Standards I, III and IV of 8, 7, and 2; of increases by Standards II and V of 29 and 1. This township has improved and is doing well.

Thabyegan township, also transferred from the Pegu district in July 1895, shows a decrease of 10 public schools and 631 pupils. The schools transferred to the private school list are no loss to the district, as they had never produced any results. Late inspection to some extent augmented the decreases in passes. Standards I and II show decreases of 117 and 24, and Standards III and IV increases of 2 and 1 respectively. Better results are looked for.

The increase of 116 in the number of public schools is due entirely to the two educationally important townships of Kyauktan and Thabyegan. There is an actual decrease of 4 in the other townships, due to the removal to the private school list of pôngyi kyaungs which failed to continue proper instruction. Of

these 116 schools, 58 were monastic, but none of them obtained passes beyond the Third Standard.

It is satisfactory to note that no fewer than 1,417 girls are under instruction in the public schools of this district.

The following schoolmasters deserve mention:—Maung Shwe Wa, Tuntè; Maung Po Shan, Tuntè; Maung To, Kyauktan; Maung Tha Po, Sitpingwin; U Nareinda, Theingyaung; U Pandi, Kwema; U Pandi, Thaiktugan.

The following officials have shown an interest in education:—Maung Pe, Myoôk of Kyauktan; Maung San Min, Myoôk of Tuntè; Maung Yin Maung, Thugyi of Leingôn; Maung Aung Gyi, Thugyi of Paukkôn; Maung Mya Win, Thugyi of Pogaung.

PEGU DISTRICT.

In Pegu town, owing to the transfer of 6 schools to the private school list, there are now only 11 on the public school list. There is a corresponding decrease in the attendance. The number of passes, however, does not show anything like the same decrease. In Standards I, II and IV there are 41, 25, and 3 as against 42, 26 and 4 respectively, while in Standard III there are 9 passes this year (four of whom are girls) as against 5 last year. The highest standard reached is the Fourth.

In the Payagalè township the number of public schools has fallen from 59 to 34, the schools removed showing no results and having no prospects. There is a consequent decrease in the attendance of 323 pupils. Of the 34 public schools, 4 monastic and 3 lay showed results, and the rest give promise of doing so next year. The passes by Standard I have decreased by 10, all of them girls. Standards II and V show increases of 26 and 5 respectively, while Standard III shows a decrease of 1.

In the Kawa township the number of public schools has fallen from 62 to 46, with a consequent decrease of 71 in attendance; but it is remarkable that the number of girls attending has gone up from 397 to 465. The number of passes by Standard I has decreased by 48, but in all the others, up to the Fifth, the highest yet reached, there is a satisfactory increase. In Standard III the number is this year 51 as against 21 last year.

In the Pyuntaza township there are this year 21 schools, a decrease of 1; but there is an increase of 2 pupils in attendance and a very substantial increase in the number of passes in all standards except the Sixth. The Seventh Standard is the highest attained. The grant earned is this year Rs. 1,704 as against Rs. 951 last year.

In the Hlègu township the number of public schools has fallen from 26 to 17, with a decrease of 90 in attendance. The Fourth Standard is the highest reached, and in all four, except the Third, there are satisfactory increases. Of the 17 public schools, 9 actually produce results, 4 of these schools being monastic.

In the whole district there is a decrease of 57 public schools and 550 pupils; but there is an increase of Rs. 1,417 in the results-grants earned. There is a gratifying increase in the passes in every standard including the Seventh.

There is a large decrease in the amount of grants left unpaid owing to schools having been abolished; this indicates greater stability in the schools. The passes by all the seven standards show increases. Of the schools in the district 47 monastic and 61 lay produce results in the annual examination.

The following school managers deserve mention:—Maung Po Maung, Pegu town; Maung Po Paw, Payagalè; Pôngyi U Alauka, Kawa; Pôngyi U Pandi, Kana; Maung Shwe Lon, Pyingyôn; Maung Shwe Gaung, Puzunmyaung; Maung Ngè, Nyaunglebin.

THARRAWADDY DISTRICT.

In the Minhla township the results are most encouraging. Notwithstanding a decrease of 2 in the number of public schools, there is an actual increase of 84 in the number of pupils in attendance, and a most gratifying increase in the passes by all the standards except the Seventh, which shows a decrease of 3. Grants earned have increased by nearly 50 per cent. The villagers of this township are taking more interest in the education of their children.

In Sanywe there is a net decrease of 6 public schools, and the attendance shows an increase of 11. There is an increase in the number of passes by every standard except the Third. The decrease here is solely due to the failure of one Certificated manager to carry on his work thoroughly. The Fifth Standard is the highest yet reached. The inhabitants of this township are now supporting schools well.

Mônyo township is the most backward in the district. It shows a net decrease of 3 public schools and 76 pupils. In Standard I there is a decrease of 18 passes, but in Standards II, III, and IV there is an increase. No higher standard has yet been reached. The grants earned show a slight increase owing to increased passes by the higher standards. Education is not popular in this district as the inhabitants are averse to the payment of fees.

Gyobingauk township shows a decrease of 3 schools and 17 pupils. It is satisfactory to note that the number of girls in attendance shows no decrease. The increase in passes by Standard I is solely made up of girls who passed. Standard II passes show a decrease of 4 owing to one school doing badly. Standards III and IV show increases, in the latter standard solely made up of girls. Standard V is the highest reached. Grants earned have increased about 14 per cent. Fees are not readily paid in this township; hence the number of monastic public schools is much larger than the number of lay schools.

Tapun township shows an increase of 1 public school and 57 pupils. There is a considerable decrease in the number of passes by Standards I, II, and III, due to the failure of 3 schools to do as well as they should have done. Standard VI has been reached this year for the first time. Fees are not paid in this township except in Nattalin town: education is thus chiefly in the hand of pôngyis. The township shows signs of improving.

Thônzè town is steadily improving. I regret to say that the Town Committee limit their educational allotment to Rs. 1,000. This is not sufficient to pay even the results-grants earned. The *pro ratâ* reduction that has thus to be made is very discouraging to the school managers.

Letpadan town shows a satisfactory increase in every respect.

Gyobingauk town shows a decrease of 6 public schools removed from the list as they failed to produce any results. Notwithstanding this, education is slowly progressing. Ma Pu Ma's lay school is the best in the town, but even there the Fourth Standard is the highest attained. The people of Gyobingauk do not support Vernacular education as they ought to. The existence of two Anglo-Vernacular schools accounts for this to some extent.

Zigôn town is slowly improving. The highest standard yet attained is the Second, but the passes obtained this year show a very large increase over those of last year. In former years the townspeople were averse to paying fees, but they now show more willingness to do so. The presence of an Anglo-Vernacular school affects purely Vernacular schools.

The number of public schools in the whole district shows a decrease of 17, but an increase in pupils. All the standards except III and VII show substantial increases in the number of passes, and the grants earned show an increase of nearly Rs. 1,000. Unqualified managers are slowly but surely giving place to men better qualified and certificated. There is a large decrease in the grants due, but refunded to the treasury owing to schools having been abolished. This indicates a permanency in the schools now established, which is gratifying. Maung Sein, Ôkpo; Maung Po Khin, Letpangôn; Maung Tha Myat, Sitkwin; deserve mention for the good work done by their schools.

Maung The, the Township Officer of Minhla, did much in the cause of education.

PROME DISTRICT.

Out of 73 schools on the public school list, 48 are monastic and 25 lay. There is an increase of 229 pupils in attendance in these schools, but the attendance of girls shows a decrease of about 10 per cent. Standards I, II, III, and V, especially II and III, show creditable increases in the number of passes; the other standards show a slight decrease.

Prome town has improved slightly in passes, although 3 schools were abolished. Education is flourishing and the large schools of this town do very creditable work. The schools of Maung Hmat and Maung Ba deserve special mention. It is satisfactory to find that the lay schools act as feeders to the Municipal Anglo-Vernacular School in the town.

Shwedaung shows an increase of 20 per cent. in school attendance and 17 per cent. in passes, but there were no passes this year beyond Standard IV. The schools of Maung So and Pôngyi U Welathadama deserve mention.

Paungdè town shows an increase of nearly 30 per cent. in attendance and has made creditable progress in passes. The schools of Maung Tha Choe, Maung Aung Myat, and Pôngyi U Thanyama deserve mention.

Shwelè township seems hopeless. There were 3 public schools last year. During the year under report there is only 1, a monastic school, and this produced no results. The people seem to take no interest in education.

Mahathaman township last year had 3 public schools; this has now increased to 4. There is also a promising increase in passes by Standards II and III.

Thègôn township had last year 8 public schools; it has now 13. There is an increase of 31 and 18 in the passes by Standards I and II respectively, but a slight decrease under Standards IV, V, and VI. Grants earned have increased by about 35 per cent. The schools of Maung Myat Tha U, Padigôn, and Pôngyi U Adeissa, Gyokôn, deserve mention.

Padaung township has fallen off owing to the closing of 1 monastic and 2 lay schools. This has reduced the number of passes by Standard I, which is the only standard as yet reached, from 29 to 10. The people of this township are slow to take advantage of the educational facilities offered to them. Two new lay schools have been opened in the latter part of the year under report, and better results may be looked for next year.

Shwedaung township has only 8 public schools as against 9 last year, but the attendance has gone up from 223 to 262, and the passes by Standards I and III show considerable increases. Standard IV was reached this year for the first time. It is satisfactory to find that the younger pôngyis are now appreciating the advantages of conforming to the Education Code.

Paungdè township (outside Municipal limits) shows this year 9 public schools as against 10 last year. There is, however, an increase of pupils and passes by every standard. Standard III is the highest yet reached. The school of Pôngyi U Areindama, Kyaungôn, deserves mention.

Lieutenant Des Vœux, Assistant Commissioner, Paungdè, took the greatest interest in the educational work of Paungdè town. Maung Po Sa, K.S.M., and Maung Saw Hla Pru, K.S.M., also gave assistance in the educational affairs of their respective subdivisions.

Irrawaddy Division.

In this division the number of registered schools has increased 7 per cent., the number of pupils attending these schools 12 per cent., and the number of passes gained in the Upper and Lower Primary standards 14 per cent. Good progress has been made in the Thôngwa district and fair progress in the Bassein, Henzada and Myaungmya districts, both in schools, pupils, and passes. The monthly fee levied varies from 3 to 8 annas.

Thôngwa District.

This district is the most advanced educationally of any in the Irrawaddy Division, and continues each year to make good progress.

The number of registered public schools has increased 4 per cent., the number of pupils attending 10·7 per cent., and the total number of passes gained 25 per cent. Passes this year have been gained in all standards up to and inclusive of Standard VII, the highest standard for Vernacular pupils. Maung Po Seik's school, Yandoon town, is responsible for the increase in the passes by Standards V, VI and VII. All he presented for Standard VII passed easily.

In Danubyu town there has been a decrease in the number of pupils attending registered schools, owing to 1 monastic and 2 lay schools having been struck off the list. The number of passes for the same reason has slightly decreased.

In Danubyu township the number of registered schools is the same as last year. There has been an increase in the number of pupils attending these schools and in the number of passes gained, though these passes were confined to the first three standards.

In Yandoon township the number of registered schools has diminished from 15 to 14. The number of pupils attending these schools has slightly decreased and the number of passes gained has slightly increased.

In Yandoon township the number of registered schools has increased by one. There has also been an increase in the number of pupils attending and in the number of passes gained. No passes, however, are obtained beyond Standard III in this township.

In Ma-ubin town Vernacular education is very backward. The number of schools is the same as last year. The number of pupils attending these schools has decreased, as also has the number of passes gained.

In the Ma-ubin township there has been a satisfactory increase in the number of registered schools, the number of pupils attending these schools, and the passes gained. No passes were gained beyond Standard IV in this township.

In the Kyaiklat township the number of schools has diminished by 2, but there has been a decided increase in the number of pupils attending registered schools and the number of passes gained. Passes were gained by Standards I to IV inclusive.

In the Pyindayè township the number of schools, pupils attending schools, and passes have increased in a satisfactory manner. This year there were passes gained by Standard IV.

In the Pyapôn township the number of schools is the same as last year. The number of pupils attending and of passes gained has increased. Passes were gained beyond Standard V.

In the Dedayè township there is an increase in the number of schools and pupils; but the passes remain about the same as last year. No passes were gained by Standard IV.

I am glad to say that the monastic schools are now coming forward and presenting their pupils for examination. Secular education may now be said to be carried on by both monastic and lay schools.

Among the best lay schools in this district are—

Maung Po Seik's, Yandoon.	Maung Gyi's, Danubyu.
Maung Pè's, Kyaiklat.	Maung Pe Bu's, Kyaiklat.
Maung Po Nu's, Bogalè.	Maung Tha Dun Zan's, Yandoon.

Maung Meik's, Dedayè.

Among the best monastic schools are—

U Sanda's, Kyaiklat.	U Zayanta, Kyônku.
U Thiha, Chaungpya.	U Tithathana, Kyaiklat.
U Thathana, Shangwin.	U Wunna, Kyônlatalwazinsu.

Maung Tha Gyan, Ywathugyi, has done good work in the cause of education.

The Deputy Inspector of Schools, Maung Tun Hla, should do more teaching when he inspects schools and he will need to exercise the closest supervision over his itinerant teachers.

BASSEIN DISTRICT.

The number of schools has increased 17 per cent., the pupils attending these schools 17 per cent., and the total number of passes gained 14 per cent., 16 passes being obtained by Standard VI. On the whole the district shows fair progress.

In Bassein town, schools, pupils and passes all show an increase. The passes by Standard I increased by 81. This is due mainly to an itinerant teacher having been appointed in this town. The increase of 9 in the number of registered schools is due to the same cause.

In Ngathainggyaung town there is a large falling off in the number of schools and pupils. The passes gained remain about the same. The reason is that 6 of these schools have been transferred to the private list, being unable to conform to the rules. The 2 registered schools are both monastic and are doing good work.

In the Yegyi township schools have increased from 3 to 4. There is also an increase in pupils and passes gained. No passes were obtained beyond Standard II. This is a very backward township and must have special attention from the Deputy Inspector of Schools in future.

In the Kangyidaung township schools have increased by 1. There is a satisfactory increase in the number of pupils. The passes remain about the same as last year. Passes were obtained by Standard V.

In the Thabaung township pupils have decreased and there is only 1 public school against 2 last year. Passes remain about the same. U Nemainda's school, which was doing good work, is now closed owing to transfer of the pôngyi. This township is very backward. Education has not spread at all.

In the Bassein township the number of schools has decreased from 4 to 2. Pupils and passes have also decreased. One monastic and 1 lay school were closed owing to the pôngyi and manager both leaving the township. This accounts for the decrease in pupils and passes. This township is very backward, no passes being gained beyond Standard II.

In the Kyônpyaw township there are only 2 registered schools. Pupils and passes show an increase. Maung Pyu's Seventh Standard school at Kyônpyaw town is responsible for almost all the passes gained.

In the Kyaunggôn township, schools, pupils and passes have all increased in a satisfactory manner. Passes were obtained by Standard V.

In the Ngaputaw township schools and pupils have increased, but the number of passes gained has decreased. No passes were obtained beyond Standard II, only 24 being obtained in the whole township. The schools are all monastic, and the percentage of passes low.

The following Certificated Assistant teachers have done good work :—

Maung Po Sin, Kyônpyaw.	Maung Shwe Ôn, Kangyidaung.
Maung Tun Hla, Thabaung.	Maung San Hla, Kangyidaung.
Ma Mya, Bassein.	Maung Shwe Nyo, Kyaunggôn.
Maung Kyaw Zan, Bassein.	Maung Po Mya, Kyaunggôn.

It will be seen that education is very backward in the smaller villages, scarcely any passes having been obtained in the whole district. With the exception of the towns and larger villages there is little or no secular instruction imparted, nor are there any signs of progress. *There are large tracts which have never been visited by the Deputy Inspector of Schools.* Now that itinerant teachers have been appointed, he will have to. I fear he is beyond work.

HENZADA DISTRICT.

The number of registered schools has increased 17 per cent., the number of pupils attending these schools 22 per cent., and the number of passes 5 per cent.

In Henzada town there has been an increase in the number of registered schools and in the pupils attending these schools. The number of passes, however, has decreased considerably, especially in Standards I and II. This is accounted for by the bad work done in Maung Po Ka's and U Anda's schools. No pupils were presented from the former school owing to short attendances.

In the Henzada township there has been a decrease of 1 in the number of registered schools and a slight decrease in the passes gained. There has been a considerable increase in the number of pupils attending these schools. No passes were obtained beyond Standard IV. The reason for the slight decrease in the number of passes is due to Maung Saing Gyi's school, Dumbi village, having been abolished.

In Kyangyin town the number of passes remains the same, the schools have increased by 1, and the number of pupils attending by 93. Maung Myat Tun's is the best school in this town.

In the Kyangyin township both schools and pupils have considerably increased, and the number of passes has also slightly increased. No passes were obtained beyond Standard III. This township is very backward, only 61 passes having been obtained.

In Myanaung town there has been a falling off in the number of pupils and passes in the only school there is in this town, the reason being that the Certificated Assistant teacher attached to this school was removed owing to the want of funds. No passes were obtained beyond Standard II.

In Zalun town there has been an increase in the number of passes gained in each of the first six standards; the number of pupils has somewhat decreased, and the schools have increased by 1. Maung Pauk's school is responsible for most of the passes gained.

In the Zalun township the schools have increased from 6 to 11 and there has been a considerable increase in the number of pupils and passes. No passes were obtained beyond Standard II. This township is still very backward.

In Lemyethna town there is an increase in pupils and passes, the number of schools remaining the same as last year.

In the Lemyethna township the schools have increased by 1; there has also been an increase in pupils and passes. No passes were obtained beyond Standard II. This township is very backward.

In the Kanaung township the number of schools remains the same, pupils have slightly decreased, as also has the number of passes in Standards I and II; those in Standards III, IV, V and VI have increased. The decrease in the passes in Standards I and II is due chiefly to the failure in U Thurya's monastic school. The increase in Standards III to IV is due to better results having been obtained in Maung Tun E's school, Kanaung, and Maung Aung Gyaw's school, Thabyegôn village.

In the Ôkpo township, schools, pupils and passes have increased. Almost all the passes were gained in Standards I and II.

While education is fairly advanced in this district as a whole, yet it is almost entirely in towns and large villages like Kanaung that the passes have been secured. In the smaller villages education is still very backward.

The schools which show the best results in this district are—

Maung Po Kyun's, Zalun town.
Ma Thon's, Lemyethna town.
Maung Po Kyaw's, Henzada town.

This district needs more thorough inspection by the Deputy Inspector, and when the itinerant teachers have been appointed, it will be largely his own fault if primary education does not greatly improve. He needs to be more energetic.

MYAUNGMYA DISTRICT.

The number of registered schools has increased by 2 and the number of pupils attending has decreased by 5. There is a slight falling off in the number of passes by Stdanard I, but the total number of passes gained has increased 15 per cent. Education is confined entirely to the Upper and Lower Primary standards, there being no passes beyond Standard IV. The number of Certificated managers has decreased by 2, and the number of Certificated Assistant teachers has increased by 1.

In Myaungmya town, in which up to this year there has been little or no Vernacular teaching, there are now 2 good lay schools, and the number of passes gained has increased from 9 to 37.

In the Myaungmya township the number of registered schools and pupils attending those schools and passes gained are about the same as last year.

In Pantanaw town, which stands first educationally, there has been a falling off in the number of pupils attending registered schools (chiefly monastic) and in the number of passes by Standard I. There has been an increase in the number of passes gained in Standards II, III and IV. People in this town take a keen interest in education and willingly pay fees (4 to 8 annas). The managers are competent to teach up to Standard IV. U Ottama's monastic school stands first and did well in the promotion examination. The Municipal Anglo-Vernacular School, which absorbs almost all the funds available for education in this town, should be abolished. For two years the work done in it has been bad, and there are hardly any pupils. It is worthless and a waste of funds to keep it up. We should then have funds for strengthening Vernacular education.

In the Pantanaw township the number of registered schools remains the same. The number of pupils attending these schools, and the passes gained by the first four standards, have increased.

In the Wakèma township the number of schools is 41 against 42 last year. There has been a falling off in the number of pupils attending these schools (chiefly monastic), but the number of passes gained in each of the first four standards has increased.

Thigwin township is the most backward of all. No passes were gained beyond Standard III. The number of pupils attending registered schools and the number of passes gained are almost the same as last year. The number of schools has increased by 2. Maung Po Bye and Po Thet, Subdivisional and Township Officers respectively, have worked well in furthering education.

The work of the Deputy Inspector of Schools, Maung Po Win, has on the whole been satisfactory. He is an energetic and careful worker. I should like to see him teach more than he does when he inspects schools. The main part of the work of a Deputy Inspector of Schools is to improve schools he inspects. The district as a whole shows creditable progress.

Tenasserim Division.

The figures for the year are satisfactory and indicate good progress. Schools show an increase of 13 and the attendance has improved. The chief change that has taken place during the year is the formation of a new district, Thatôn, from portions of the Amherst and Shwegyin districts (the latter having been abolished, the parts not so included having been transferred to Toungoo, with the exception of the Pyuntaza and part of Shwegyin townships added to the Pegu district). The new district is from an educational point of view an important one, and bids fair to take a good place in the division. Toungoo has also increased in importance, but for this year shows decreases in passes for reasons stated hereafter. The remaining districts, Amherst, Tavoy, Mergui, and Moulmein town, show decided progress. The Talaing schools are referred to elsewhere.

Moulmein Town.

The Deputy Inspector, Maung Waik, has worked well during the year, and the results of the school examinations are satisfactory.

Schools show an increase of 4, namely, 2 monastic and 2 lay (the latter under Certificated managers), and the employment of Itinerant teachers will, the Deputy Inspector expects, have the effect of bringing still more monastic schools under registration.

Lay schools under Certificated managers have increased by 2 and are now 7.

As in 1894-95, 5 Certificated Assistant teachers have been employed (one a mistress), 4 of whom, Maung Tun Win, Maung Shwe Mya, Maung Sein Gan, and Ma Mya Thwè, have done good service.

Full passes show fair increases under Standards II, III, and IV.

Standards I and V are more numerous by 2 and 3 only, and Standard VII passes have fallen by 50 per cent. and are only 5.

Grants earned show an increase of Rs. 691-1-4 and amount to Rs. 6,600-1-4. The grants paid, owing to poverty of funds, were less by Rs. 2,137-14-0 than in 1894-95, a severe disappointment to the managers of schools, who had earned far more. *This state of affairs needs remedy here as elsewhere.*

The schools of the following teachers are commended for their good work :— U Paduma, U Pyinyadipa, U Nyana Wantha, Maung Po Thin, Maung Po Thaung; Certificated managers Maung Yan Kin, Ma Tin, Ma Mya, Ma Mbi.

The Morton Lane Girls' School carried on by the American Baptist Mission continues to do good work, and passed 93 per cent. of its pupils under Standards I to VII.

Amherst District.

During the year under report the townships of Thatôn, Pagat, Martaban, Salween-Hlaingbwè and Gyaing-Salween were transferred to the recently formed district of Thatôn. Amherst district therefore at present comprises only the Haungtha-

raw, Gyaing-Ataran, Zaya, Bilugyun, Wagaru, and Yelamaing townships. The town of Kawkareik is also looked after by the Deputy Inspector of Schools. With a lessened area the Deputy Inspector has been able to do more effective work, and make his inspection more far-reaching and thorough. The result is that practically under all heads improvement is shown. Schools have increased by 11, the increase being chiefly in Bilugyun. Pupils are more by 577, attendance having greatly improved in the Bilugyun and Zaya townships.

Full passes show increases under all standards (except in the Sixth, in which no passes were gained), to which Bilugyun, Gyaing-Ataran and Zaya have largely contributed.

In the first named the improvement is general among villages. In the others it is confined almost wholly to Kado and Nyaungbinseik, where there are some good schools.

The increase in grants earned from Rs. 2,423 to Rs. 4,006-12-0 indicates progress throughout the district.

Certificated managers number 2 as before. Maung Po Mya is doing good work at Kado and Ma Shwe Hman still keeps up her school at Mudôn, but has had several difficulties to contend against.

Three Certificated Assistant teachers have been employed—Maung Pan Ôhn, Maung Shwe Zin, Maung Auk Pan. They have done good work in the schools to which they are attached. They will in 1896-97 work as Itinerant teachers.

The following schools may be referred to for good work done during the year :—

Maung Po Mya, Certificated manager, Kado.
U Pyinnyadama, Kawhnat.
U Thawma, Kado.
U Ketumala, Kawkamè.
Miss S. E. Haswell, Amherst.
U Thawma, Kwanla.
U Thumana, Mhein Nein.

The following officers have given much assistance :—

Maung Hmo, Subdivisional Officer, Amherst.
Maung Shwe Gyôk, Township Officer, Zaya.
Maung So, Township Officer, Wagaru.
Maung San Ya, Extra Assistant Commissioner, Bilugyun.

In Kawkareik town a lay school has been opened by a teacher who studied for three years in the Normal School, Moulmein, but failed to get his certificate. Being a native of Kawkareik, it is hoped that he will get a footing in the place and come on the list next year.

The lay school already existing has this year sent up 26 pupils for examination and earned a grant of Rs. 63.

Schools attended by Talaings have not as yet been placed on the list of public schools.

As *private* institutions they will be referred to later on. As soon as the text-books being prepared (and nearly ready) for Talaing schools are ready, we hope to have many of these schools brought on the register.

THATÔN DISTRICT.

This new district, of considerable extent, contains besides the Municipal towns many prosperous villages and a large number of schools, several of some size and importance.

Maung Tu, B.A., Deputy Inspector of Schools of Shwegyin district until its division, was placed in charge of it on its formation in July 1895, and has done good work.

Full passes on the aggregate show an increase. The losses in Standards I and III are attributable to the examinations in Bilin and Kyaikto having unavoidably fallen later than usual.

In Thatôn town the monastic schools have made some progress. The lay school conducted by Certificated manager Maung Po Maung has retrograded. He has too many small children in Standards I and II for him to look after properly without adequate assistance. The grade of his school will probably have to be reduced.

In Kyaikto, with the loss of one school there is a decreased attendance, and the transfer of the Certificated Assistant teacher from a lay school to a monastery has reduced the passes and the results-grant earnings. The monastery will probably improve, the monk U Adaissa being an energetic man desirous of gaining a name as teacher.

In the Kyaikto township the examination unavoidably fell late and passes and earnings show decreases. A school of some promise has been started at Sittang.

Bilin township would have shown better results had the school been tested at the usual time. Bilin village continues to be the chief centre of activity.

In the Thatôn township progress has been made. The best school is that at Kyaikto.

Martaban township has improved; the two best schools are monastic and are situated at Phalat and Kywegyan. At Paung, the headquarters village, there is no school of any value.

Pagat township is much as before. The school at Kawgun was broken up by the misconduct of the monk. That at Pagat is improving, but though the pôngyi is willing to teach them, the villagers object to their girls attending the school.

Gyaing-Salween township has not greatly changed. Only one monastic school is on the list, that of U Adaissa at Pa-an, where, with the assistance of a Certificated Assistant teacher, good work has been done.

The lay schools are of a good class, but there is some prospect of a good teacher establishing himself at Zathabyin, the headquarters station of the subdivision.

Salween-Hlaingbwè township shows good progress. The monastic school at Hlaingbwè is popular, as also the two, one monastic and one lay, at Shwegun. At the latter the fees are said to amount to Rs. 33 a month, a satisfactory feature.

Altogether the condition of the district is not without promise. The 6 Certificated Assistant teachers employed in the year under report will shortly be working as Itinerant teachers, and should be able to do much to extend Primary education in the district.

The following schools are specially mentioned by the Deputy Inspector:—

U Thila, Thatôn town.
U Adaissa, Kyaikto town.
U Inda, Sittang town.
Maung Chit Pe, Bilin town.
Maung Po Than, Bilin town.
Maung Po Phan, Pauktaw town.
Maung Po Maung, Kyeikkaw town.
U Egga, Phalat town.
U Dumasari, Pagat town.
U Adaissa, Pa-an town.
U Uttama, Hlaingbwè town.
Maung San Mya, Shwegun town.

The Talaing monasteries have been visited by the Talaing Sub-Inspector, and will be referred to elsewhere.

MERGUI DISTRICT.

Work in this district has been well looked after by Sub-Inspector of Schools Maung Gyaw Yan, who has had immediate charge of it uuder the supervision of Maung Tun Ôn, the Deputy Inspector of Schools. The schools generally continue to show improvement, and Maung Gyaw Yan has done much to induce school managers and teachers to try to qualify themselves for certificates, giving them every assistance in doing so.

Schools have not greatly increased in number, there being but three more than in 1894-95, but attendance has improved by 106 pupils.

Passes, except under Standard I, show increases, and a rise of Rs. 590 in results grants earned also points to increased efficiency.

Two Certificated managers continue to work in Mergui town. The single Certificated Assistant teacher employed has done steady work in the district, and in 1896-97 will serve as Itinerant teacher.

Mergui town continues the centre of effort, and as its schools are attended by many children from the district whose parents pursue their avocations during

a part of the year in the town, the good done is felt in many villages beyond Municipal limits.

The best attended and most successful school is that of Maung Shwe Yin, Certificated manager, which is of the Fifth grade.

As was stated would be the case in the last report, Certificated manager Maung Po Thain closed his school at the end of the year, but the pupils have been got together again by Maung U Hlaing, a young and energetic manager, who appears likely to do well.

In the Mergui township the school at Kyaukpya village has been kept on, but does not deserve the entire services of a Certificated Assistant teacher. Another at Kabin has done some work, and a third at Kalwin (near Mergui), started by the Myoôk Maung Pan Maung and the Akunwun Maung Kyin Yan, is becoming popular.

Palaw township gives signs of increased inclination for instruction, and the Itinerant teacher should be able to do good among the monasteries. The school of U Ketha Ya at Palaw has now reached the Fourth Standard and continues to be the best in the township.

In the Tenasserim township little has been done. The lay school has been closed for want of pupils, but a monastic school having taken up secular teaching, full passes (Standard I) show some increase.

Lenya and Maliwun townships show no change.

TAVOY DISTRICT.

During the year under report work in this district was carried on by Deputy Inspector of Schools Maung Tun Ôn, except during the three months he was on leave, when Sub-Inspector of Schools Maung Gyaw Yan from Mergui took it up. Both did good service, and under all heads progress is shown.

In Tavoy town secular education continues to be confined to the lay schools, which have improved and increased their earnings by more than 50 per cent. The school carried on by the American Baptist Mission has not been so successful as usual under the higher standards VI and VII, as several pupils who had passed Standards IV and V joined the Municipal Anglo-Vernacular School. In Standard VII, however, the Map-drawing from memory was equal to any shown during the year in any school in the division and is most creditable to Maung Po Kin, the Certificated Assistant teacher.

The schools of the Central township show but little change, but earnings have somewhat increased.

In the Western township good work has been done. Two schools are under Certificated managers, and two have Certificated Assistant teachers working in them. That at Minyat is newly established and is of some promise.

The best in the township is that of Maung Aung Thwè at Yebyu, for which a new building has been provided at a cost of Rs. 500 or more, Rs. 150 being given from District funds.

The South-eastern township has been the seat of increased activity, and pupils, passes and earnings all show increases. All the schools are lay, and 2 have reached Standard IV. That of Maung Bwa at Pawut is probably the best and should reach Standard V next year.

At Chaungwapyin near Mindat Certificated manager Shwe Dwe has done capital work.

In the Northern township the closing of the only school leaves no figures to record. The manager left because he met with no satisfactory encouragement from the people, and there is little prospect of any being given, even in the two villages where a school should be possible.

The general condition of education in the district is encouraging, and very creditable to the Deputy Inspector of Schools, who, during his incumbency, has by his zeal, intelligence, and tact done much to interest the pôngyis and the people in the educational cause. He is now joining the Subordinate Civil Service and his place will be filled by a young graduate of the Calcutta University, who, I trust, will be as successful.

TOUNGOO DISTRICT.

Toungoo district has been considerably increased in size and importance by the incorporation of the Shwegyin and Kyaukgyi townships of the old Shwegyin district and the Municipal town of Shwegyin itself.

By this change the number of schools was at once nearly doubled, and by other schools being brought on the list during the year the number has been still further increased, and is now 76, with an attendance of 2,931 pupils, a rise of 865 over 1894-95.

On the whole progress appears to have been made, since a somewhat larger grant has been earned; but in full passes under Standards III, IV, V, and VI there is a falling off, chiefly owing to the sudden death of two Certificated teachers, and the consequent deterioration of the schools they were working in (one was a Certificated Assistant teacher attached to the most popular lay school in Toungoo town, the other the Certificated manager of the best school in Shwegyin).

The abandonment of the yellow robe, with his kyaung and school, by the most successful monastic teacher in Toungoo also contributed to bring down the passes gained.

In Toungoo town, with the exceptions above referred to, the schools are much as usual; with additional aid, which, however, the Municipal Committee appears unable to give, they could be greatly improved.

In the township little change is seen, but on the whole some progress has been made.

Zayawadi township shows satisfactory increases under all heads (grants paid excepted). There is a Certificated manager at Ôktwin well supported by the Myoôk and the villagers, and at Kanyutkwin the lay school is assisted by a Certificated Assistant teacher.

Thagara township shows a falling off under passes and earnings, it having been found necessary to deprive a somewhat promising monastic school of the services of the Certificated Assistant teacher and place him in a lay school. He will in 1896-97 work as an Itinerant teacher, and it is hoped that in this capacity he will be better able to benefit the schools.

Bônmadi township offers practically no change, except that a larger number of pupils was registered. There is little demand for education in the locality.

Shwegyin town, as above stated, shows a falling off in passes which will not easily be recovered. The school referred to is now in the hands of a very inferior teacher, and a second school under a Certificated manager (west suburb) will probably soon break up owing the removal of the villagers to more prosperous localities.

For girls a school under a Vernacular mistress has recently been opened by the American Baptist Mission.

The larger and more prosperous part of the old Shwegyin township having been added to the Pegu district, few schools are to be found in the remainder; 3 only in fact with 63 pupils attending, their earnings aggregating but Rs. 96-12-0.

Kyaukgyi township shows slight improvement in passes and earnings, but schools are less and pupils proportionately fewer than before.

In Kyaukgyi a Certificated manager is still striving to keep on his school, but the parents of his pupils help him but little, and, but for the assistance given by the pensioned Myoôk U Mo, would be unable to get on at all. He has given us much help.

THAYETMYO DISTRICT.

Thayetmyo town shows a decrease of 1 public school, which was included last year by mistake, it being within the Cantonment boundary. Passes by Standards I, II, and III have decreased owing to fewer presentations in these standards, but Standards IV and V show increases of 19 and 7 respectively. There is now one Itinerant teacher working in Thayetmyo and Allanmyo Municipalities.

Thayetmyo township shows an increase of 5 schools and 72 pupils, but Standard I passes have only increased by 4, while those of Standard II have

decreased by 3. No higher standard has been reached. The pôngyis in this township do not care to give secular instruction, or are too ignorant to do so. The Itinerant teacher might do good work if appointed, but meantime there are no funds available.

Allanmyo town has only 5 public schools and 265 pupils, against 8 schools and 340 pupils last year. The decrease of 3 schools is due to two schools having been struck off for good reasons, while the other disappeared owing to the death of the manager. Passes in Standard I have increased from 29 to 34, but Standard II shows 19 against 22 last year, Standard III 13 against 4, and Standard IV 8 against 5. . These decreases are due to the decrease in schools and also to fewer presentations in these standards from U Wilatha's school. The increases in passes by Standards V, VI, and VII are 3, 2, and 6 respectively; these are entirely due to U Wilatha's school, which deserves great credit for its good work. This town shares an Itinerant teacher with Thayetmyo, but as yet he has not been able to bring any new schools on to the list of public schools.

Myedè township was examined for grants in August of last year, but the Itinerant teacher was not appointed till September. The result of his work can only be shown in the next year's report. There is a decrease of 8 schools and 133 pupils, due to incompetent schools having been struck off the list. Passes by Standards I and II show a slight increase, while those by Standard III show a decrease of 5.

Kama township has 16 schools and 395 pupils, an increase on last year's numbers of 3 schools and 33 pupils. Standard I passes show a decrease of 1, while the other standards show increases.

Minhla township has made very satisfactory progress. There are now 17 public schools and 339 pupils against 9 schools and 243 pupils last year. There is an increase of 16 passes by Standard I, and Standard V has been reached for the first time.

In the Sinbaungwe township good work has also been done. There are 17 public schools and 312 pupils this year compared with 7 schools and 197 pupils last year. Under every standard up to the Fourth, the highest yet reached, there are encouraging increases. The Itinerant teacher of these two last mentioned townships, Maung Po San, has done very good work, and through his influence many pôngyis are now working according to Government standards.

Mindôn township is improving. There is an increase of 2 schools and 54 pupils. There are also increases under the first three standards. The Fourth Standard has not yet been reached.

Thaingda township has 5 public schools and 53 pupils. Last year it could show no public schools. As yet no full passes have been obtained, but next year some will probably be gained. The Itinerant teacher of Mindôn and Thaingda townships, Maung Po Te, has done very good work and has explored two rather unhealthy townships thoroughly.

Thayetmyo district shows an increase of 19 schools and 206 pupils. The following standards show increases: Standard I 57, Standard IV 19, Standard V 17, Standard VI 2, Standard VII 6. There is an increase of 90 passes. The following school managers deserve mention: Pôngyi U Wilatha, Allanmyo; Maung Shwe Ni, Maung Sa, and S. P. G. Girls' School, Thayetmyo; Maung Tha, Minhla.

Mr. Collins, when Subdivisional Officer, Myedè, took great interest in education; Maung Po San, Myoôk of Sinbaungwe, and Maung Thaw, Myoôk of Mindôn, helped us much.

UPPER BURMA.

Northern Division.

Mandalay town naturally takes the lead both in the number of schools and passes. An increase of 47 schools with 1,795 pupils is deserving of notice. Katha, Bhamo, Myitkyina and the Ruby Mines districts are still backward, but some progress is shown both in the Katha and Bhamo districts. No pupils from this division succeeded in passing the Seventh Standard.

Shwebo district has been transferred from the Northern to the Central Division during the year under report.

MANDALAY TOWN.

A large increase under every heading is noticeable in the year under report. Schools have increased by 35 and pupils by 1,530. The greatest number of passes are shown, as in previous years, in the First and Second Standards, in which there is an increase of 829 passes. In Standards III and IV an increase of 172 passes occurs, while in Standards V, VI and VII an increase of 13 passes is shown.

In the Eastern division, which comprises a mixed population of Burmans and natives of India, the majority of whom are excessively poor, progress has not been so marked. For the first time the Third Standard has been reached.

In the Cantonment division schools have increased by 2 and pupils by 42. The Third Standard only has been reached.

In the Northern division little progress is shown except in the number of passes by the Second Standard, the highest standard as yet attained in this division of the town.

The Western division, as in previous years, shows the greatest increases under every head. Schools have increased by 24 and pupils by 977. Passes by Standards I and II show an increase of 490, by Standards III and IV an increase of 94, and by Standards V, VI and VII an increase of 33. The best monastic and lay schools are situated in this division of the town.

The Southern division shows an increase of 12 schools with 664 pupils and an increase of 234 passes by the First and Second Standards, 48 by the Third and Fourth Standards, 1 by the Seventh Standard, which, for the first time, has been reached.

One manager, Maung San Hla Baw, has passed one candidate by the Vernacular Seventh Standard.

The "Itinerant Teachers" system has worked well throughout the year. Many of the larger schools have taken up Drill as an optional subject and have earned grants in that subject. As regards partial passes, 7 schools were examined and obtained 75 passes by the First Standard.

The principal schools deserving of mention are those of—

U Pyinnya.	Maung Tôk.
U Nanda.	Maung Shwe Ngôn.
Maung San Hla Baw.	Maung Po Gaung.
Maung Gale.	Maung San Tu.
Maung Lu Gyi.	Ma Thin Nu.

MANDALAY DISTRICT.

Schools have increased by 4 and pupils by 132. Full passes by Standards I and II show an increase of 26, but by Standards III and IV a decrease of 11 passes is seen. The Fourth is the highest standard yet reached in this district.

In the Amarapura township the number of schools has remained stationary, but pupils have increased by 110, showing that the attendance in existing schools has improved. In Standard I an increase of 33 full passes is seen. In Standards II and III a decrease of 2 and 5 respectively is to be noticed. In Standard IV an increase of 4 passes is shown. This is the highest standard as yet reached in this township.

Lamaing township is still in a very backward state. It contains only 2 schools with 47 pupils, and obtained no passes by any standard.

Singu township shows an increase of 2 schools with 22 pupils, and for the first time 12 pupils passed by Standard I. Signs of progress are at last visible in this educational desert.

Madaya township contains only 12 schools with 246 pupils. The passes in the first three standards were 19 only, being 46 less than last year. Owing to a severe epidemic of cholera in this township many of the schools and villages were deserted by pupils and inhabitants; hence the diminution in the number of passes.

The retrogression of the schools of Maung Pe of Thayetkan and Maung So Min of Madaya has also tended to lessen the number of passes in Standards II, III and IV.

In the Pyinulwin township an increase of 1 school with 5 pupils is shown. Schools are few and far between, and the priests either through indolence or ignorance will have little or nothing to say to our system.

As regards partial passes, 3 schools presented pupils and obtained 16 by the First Standard.

The following officers gave us much help:—

Maung Po Shwe, Myoôk of Madaya.
Maung Tha Hlaing, Myoôk of Letya (South).

The following schools deserve special notice for their success:—

U Keiktha's School, Madaya.
Maung Kyôn's School, Thabyeôk.
Maung Kin's School, Amarapura.
Maung Lu Gyi's School, Amarapura.
Maung Po Sin's School, Shangale Kyun.

BHAMO DISTRICT.

Schools have decreased by 3 and pupils by 26. Passes by Standards I and II have increased by 17, Standards III and IV have decreased by 3, and Standards V, VI and VII increased by 2.

In Bhamo town an increase of 1 school with 11 pupils is shown; passes by Standards I and II have increased by 9, Standard III by 2, and Standard V by 3. U Thumana's school still takes the lead in Bhamo town.

Bhamo township has 4 schools with 86 pupils, and the Second Standard has been reached.

In the Sinkin township schools have remained as before (5 in number), pupils have increased by 5, and passes under Standards I and II by 12. Better results may be expected next year as the township is now being thoroughly explored by the Itinerant teacher lately put in charge.

Shwegu township shows an increase of 1 school with 33 pupils. The Second Standard only has been reached, 8 pupils having passed by that standard. The Itinerant teacher has suffered severely from malarial fever since his appointment.

Kaungtôn township has only 2 schools and has passed 8 pupils by the First and Second Standards. As regards partial passes 9 schools secured 66.

The best schools in the district are those of—

U Thumana, Bhamo town.
U Thumana of Sawaddy.
Maung Kyan of Shwegu.
U Taika of Kyungyi Ahlesa.

With the exception of Maung Hla Aung, late of Bhamo town, who has since been dismissed, the Itinerant teachers have worked well.

KATHA DISTRICT.

Schools have increased by 1, but pupils have decreased by 14, showing that the attendance in existing schools has fallen.

In the First and Second Standards passes have increased by 30 and in the Third and Fourth Standards by 4. The Fourth Standard is the highest standard as yet reached, and that only in one or two of the most important schools.

In Katha town the Assistant teacher was withdrawn from Maung Khant's lay school, and the management of the institution was made over to Maung Yeik. As, however, he lived in the adjacent village and found some difficulty in attending the school in Katha town, Maung Khant was re-instated and the school is now doing fairly well under his management, assisted by his son Maung Po Tha, who has passed the Fourth Standard.

In Legyaing township there is an increase of 3 schools with 33 pupils. U Zagara of Legyaing, whose school has each year had full passes, has for some reason or other withdrawn from public inspection. Maung Lu Gale of Legyaing

has opened a new school which gives promise of doing well. Maung Thin's school at Legyaing is doing good work. His school secured 5 full passes by the Fourth Standard, all of these being awarded scholarships. School fees are charged and are regularly paid.

Mawnaing shows an increase of 2 schools and 22 pupils. The First Standard only has been reached.

Kawlin township has retrograded. The number of schools has decreased by 2 and the pupils by 36. The passes by the First Standard, the highest yet reached, have, however, risen from 1 last year to 15 in the year under report.

Mawlu township has only 2 schools with 61 pupils, and only one pass by the First Standard was secured.

Mawlè township shows no schools, pupils or passes, and is, from an educational point, a blank.

Banmauk township has 1 school with 20 pupils, but no pupils were presented for examination.

Mansi township shows 2 schools with 37 pupils, but no passes. The people of this township being mainly Shans, very little interest is shown in the study of Burmese.

Pinlèbu township shows 2 schools with 44 pupils, but none were presented for examination. The people of this township are wild and do not appreciate education. For partial passes 11 schools presented pupils and 104 passes were obtained.

The following schools are deserving of special notice :—

Maung Thin's School at Legyaing. | Maung Khant's School at Katha.
Maung Lu Gale's School at Legyaing. | Maung Yeik's School at Thapingaing.

MYITKYINA DISTRICT.

As might be expected, this new district is educationally the most backward in the whole division. We need a separate Deputy Inspector and Itinerant teachers for it. Five schools are on the list with an attendance of 80 pupils. Passes by Standards I and II have increased by 7 and the Third Standard has been reached in the Mogaung township. The Mogaung township shows an increase of 7 passes by the First Standard, and one school has been added to the list. Maung Lwin, a successful lay school manager of Mogaung town, died during the year. One boy passed the Third Standard from U Kethaya's school. Little interest is shown by the general public in education, their whole time and thoughts being taken up with ruby and jade stone trading. Maung Shwe Tun U, the Itinerant teacher of this township, has worked well throughout the year.

Myitkyina township contains only one school with 18 pupils. Although Myitkyina town contains over 100 houses, the majority are occupied by natives of India, who are unaccompanied by their families. Thirteen partial passes were secured by one school in the district. Schools deserving of mention are those of U Kethaya and U Ariya of Mogaung town.

RUBY MINES DISTRICT.

Schools have increased by 5 and pupils by 91 and passes in Standards I and II by 16.

Mogôk township contains only 2 schools with 43 pupils. No pupils were presented for examination. As young boys and girls are useful for washing ruby earth, schools are not considered necessary. Outside of Mogôk itself the inhabitants are chiefly Shans or Palaungs, who neither possess nor desire to possess a knowledge of Burmese.

Twinngè and Tagaung townships show signs of improvement owing to the appointment of an Itinerant teacher during the year under report.

The amount of results grants earned, Rs. 133-14-0, shows how backward this district is. As, however, Itinerant teachers have lately been appointed to the several townships in the Ruby Mines district, improvement, though at first slow, may be expected. The country is wild and mountainous, and for six months locomotion is impeded by the heavy rains. Fifteen partial passes were gained by three schools. The only school deserving of mention is that of Maung Lat of Twinngè.

Central Division.

Sagaing, as usual, takes the lead both in the number of schools, pupils and passes.

The Lower Chindwin district is steadily improving; the Upper Chindwin needs more thorough inspection.

Shwebo district has been transferred from the Northern to the Central Division, and hence the totals under every head show a substantial increase.

Ye-u district has been abolished and now forms a subdivision only of the Shwebo district, and has been transferred from the Sagaing Educational sub-circle to that of Shwebo.

SHWEBO DISTRICT.

From the 1st April 1895 the Ye-u district was amalgamated with that of Shwebo, so that the comparisons drawn below were arrived at after adding last year's statistics of Ye-u to those of Shwebo. Owing to the scarcity that has prevailed throughout the district, and the consequent migration of the inhabitants to other districts where work was available, the number of schools has decreased by 45 and pupils by 537. In existing schools an increase of 30 passes by Standards I and II, 3 by Standards III and IV, and 11 by Standards V, VI, and VII, is noticeable.

Shwebo town contains 6 public schools, and for the first time 6 pupils passed by the Fifth Standard.

In Shwebo township there are 10 public schools with 95 pupils as compared with 12 schools and 136 pupils last year. Passes have decreased owing to two of the best schools having been destroyed by fire and inability of the managers to recover themselves since the disaster.

Sheinmaga and Chaukywa townships are still very backward, the latter especially so, where only 2 public schools with 33 pupils are on the list.

Myedu township has 5 schools with 69 pupils, and passes by Standards I and II have increased by 26.

Malè township shows no improvement; no passes at all were gained. Saya Ma Mya died during the year and U Kelatha of Sagyin was ill throughout the year.

Ye-u town has 4 schools with 133 pupils. An increase in the number of passes is seen in the Second and Third Standards, and for the first time a pupil has passed by Standard IV. The decrease in the First Standard passes is due to the fact that U Thumana, the manager of a popular kyaung, went mad during the year and his school collapsed.

Ye-u township shows a loss of 4 schools, but a gain of 9 pupils; 26 full passes by the First Standard were obtained.

Shwegyin township is still very backward, but shows a gain of 1 school with 9 pupils. No passes were obtained.

Mayagan township shows a loss of 2 schools, but the passes by Standards I and II have increased by 11. Three pupils passed by the Fifth Standard.

Tazè township has 6 schools with 129 pupils. Passes by Standard I show an increase of 6, and 3 pupils passed by the Fourth Standard.

Indaing township has 12 schools with 174 pupils, but none were presented for examination. It is the most sparsely populated portion of the district. No schools were examined for partial passes.

Schools deserving of special mention are those of—

U Pandi, Chanthogyi taik, Shwebo.
U Nandiya, Shwegu taik, Shwebo.
Maung Pyi Zôn, Bazaar quarter, Shwebo.
U Yada, Hladaw.
U Thumingla, Kywezin.
Maung Shein, Seikkun.
U Eithi, Ye-u.
U Lekkana, Ye-u.
U Nyana, Ye-u.
U Nayeinda, Thabayin.
U Pyinnyathura, Kanbauk.

SAGAING DISTRICT.

This district again shows a good record of work. Schools have increased by 103 and pupils by 2,306. Passes by Standards I and II have increased by 253, Standards III and IV by 48, and Standard V by 2.

In Sagaing town improvement is shown. Schools have increased by 1, pupils by 58, passes under Standards I and II by 16, Standards III and IV by 8, and under Standard V by 5.

In Sagaing township schools have increased by 11 and pupils by 274; passes under Standards I and II by 8, under Standards III and IV by 14, and under Standard V by 5. Fourth Standard passes have decreased by 2 owing to the withdrawal of two probationary teachers from schools hitherto doing well.

In Sadaung township 14 schools with 277 pupils have been added to the list. Passes by Standards I and II show an increase of 22, and by Standards III and IV an increase of 9. Decided progress is shown. The pôngyis have now recognized the advantages of Government aid and inspection, and one kyaung has reached the Fourth Standard.

Ava township shows a gain of 16 schools with 353 pupils. Full passes by the First and Second Standards have increased by 111, and 1 pupil has passed the Third Standard, the first presented above Standard II. This district's progress is due to the fact that a separate Itinerant teacher has been appointed to the charge of this township. Four teachers appeared for the recent Teachership Examination, and one monk passed the last Seventh Standard Examination.

In Myotha township schools have increased by 13 and pupils by 294. Passes by the Fourth Standard fell off owing to the closing of U Einda's school at Kyauktalôn, this monk having suddenly left the village and retired to Lower Burma. Three girls for the first time passed the Fourth Standard Examination. Better results would have been obtained had the Itinerant teacher done his duty. He has since been transferred to another township. The Town school at Myotha still continues to do good work. A building grant of Rs. 200 has been made to this school, the villagers supplementing this by subscribing a sum of Rs. 200.

Myinmu township continues to progress. Schools have increased by 25, pupils by 581, and for the first time a candidate has passed the Seventh Standard.

Kyaukyit township, although still very backward, shows an increase of 8 schools with 115 pupils. Now that it has been made a separate charge under an Itinerant teacher, progress will be assured.

In Chaungu township education is slowly but surely spreading. Schools have increased by 15 and pupils by 320. For the first time the Fourth Standard has been reached. Thirteen schools were examined for partial passes, and 127 such passes were obtained.

The following officers gave us much help:—

Mr. Madgavkar, Assistant Commissioner.
Maung Su, Myoôk of Myotha.
Maung Gyi, Myoôk of Myinmu.
Maung Pe, Myoôk of Sagaing.
Maung Lu Maung, Myoôk of Kyaukyit.

The leading schools in the district are those of—

U Thila, Sagaing town.
U Zagara, Tada-u.
Maung Lun Byè, Tada-u.
Maung Shauk To, Myotha.
Ma Pu, Ngazun.
Pôngyi U Aseinna, Myinmu.
Maung Tet, Myinmu.
Maung Pan Gwe, Wunbyi.
U Adeissa, Allagappa.
U Pandeisa, Chaungu.
U Nyana, Chaungu.
U Athaba, Nabet.
U Zaneinda, Kônywa.
U Muneinda, Sugyet.
U Wiseitta, Tegyi.
Ma Kin La, Myinze.

LOWER CHINDWIN DISTRICT.

Decided improvement is shown in this year's results. Schools have increased by 30, pupils by 752, full passes in Standards I and II by 112, Standards III and IV by 27, and Standards V, VI and VII by 5.

In Mônywa town the number of schools has remained the same (5), but pupils have increased by 47. Full passes by Standards I and II show an increase of 3 only. This is accounted for by a falling off of 14 First Standard passes, owing to an epidemic of small-pox and measles at the time of the annual inspection. U Thuzata's is still the best monastic and Maung Po Tha's the best lay school, not only of the town, but of the sub-circle.

In Mônywa township an increase of 11 schools with 325 pupils is noticeable. Passes by Standards I and II have increased by 66 and Standards III and IV by 15. The Fourth is the highest standard as yet reached in this township. The best schools in the township are those of Maung Chit Sû, Alôn; Maung To, Indaing; and Maung Po, Zalôk.

Salingyi township shows an addition of 4 schools with 95 pupils. Passes increased by 15 in the First and Second Standards, but fell off in the Standard III.

Mintaingbin township shows little improvement. Schools have increased by 2 and pupils by 34, but no passes were scored by any standard.

Ayadaw township has been lately abolished and amalgamated partly with Budalin and partly with Mônywa, and the Itinerant teacher formerly in charge has been transferred to Kindat. An addition of 1 school with 66 pupils is noticeable, and passes by Standards I and II have increased by 79. One pupil passed the Fourth Standard. The Itinerant teacher has worked well, and is a man of some 20 years' service in the department.

Kani township shows 4 new schools with 53 pupils. Passes under Standards I to III increased by 12. A Certificated Assistant teacher, Maung Shwe Ban by name, has set up a school in Kani on his own account, which gives promise of success.

Budalin township shows an increase of 8 schools with 157 pupils, and an increase of 33 passes by Standard I. Only 2 pupils passed by Standard II. U Zagara's monastic school takes the lead in this township. Ma E Min's school in Budalin village is also fairly efficient. Ten schools were examined under the new rule for partial passes and 75 such passes were obtained.

Captain Perkins, the Deputy Commissioner of the Lower Chindwin District, has given every encouragement in his power to the spread of Vernacular education.

Maung Po La of Budalin has also given valuable help; so have the thugyis of Kyauka, Myohaw, Palingôn, Kogyaung and Magyigôn.

The best schools are those of—

U Thuzata of Mônywa.
Maung Po Zu of Mônywa.
Maung Shwe Ban of Kani.
Maung Laing of Thazi.
Maung To of Indaing.

Upper Chindwin District.

This district, which was so badly reported on last year, shows some signs of improvement. Fourteen schools with 33 pupils have been added to the list, passes by Standards I and II have increased by 10, and 3 pupils passed in Standards III and IV. Progress has been slow. The majority of the monks are lazy and ignorant, and refuse to have anything to do with secular instruction.

The Chindwin charge is too much for one Deputy Inspector of Schools. The sub-circle has a total length of 350 miles by a breadth of about 60 miles. The Upper Chindwin should be made a separate charge.

Kindat township has retrograded owing to the closing of a fairly good lay school. The Itinerant teacher now extends his tours to the Masein township, hence a slight increase in the number of schools, pupils and First Standard passes in the latter township. Very little has been done in the Kalè township, but a lay school of some promise has been opened at Kalewa.

Mingin township has 13 schools with 198 pupils, and Standard III has been reached.

U Nyanawuntha of Kyundaw sets an example to other pôngyis, but his school has not done so well as it did formerly.

Legayaing, Taungdwingyaung, Thaungdut, Homalin, Urû and Kabaw chaung townships are inhabited chiefly by Chins, Yawthas and Shans. These townships

contain collectively 49 schools with 853 pupils, but none were presented for examination. No partial passes were gained from any school in the district.

The Subdivisional Officer at Legayaing assisted the Itinerant teacher, who unfortunately died of fever.

Maung Po Hla, Subdivisional Officer of Mingin, also visited schools and rendered willing help when asked.

The best schools are those of—

U Nyanawuntha, Mingin. | Maung Shwe Pan, Mingin.
Maung Kan Tha, Kindat.

Southern Division.

Schools have increased by 45 and pupils by 1,089. Passes in Standards I to IV have increased by 576. Progress is shown in all three districts, Pakôkku, Minbu and Magwe.

The statistics for Thayetmyo district, although forming part of the Central Division, have been included in the Lower Burma Report.

Pakôkku District.

Public schools have increased by 33 and pupils by 1,158. Passes by Standards I and II show an increase of 359, and for the first time a pupil has passed by the Fifth Standard.

Pakôkku Municipal Town shows an increase of 5 schools with 197 pupils; passes by Standards I to V have increased by 171, 45, 25, 8 and 1 respectively. U Meda's monastic school is the best not only in the town, but throughout the whole district. It has an attendance of over 120 pupils and secured 93 full passes, and has lately been graded up to the Seventh Standard.

Pakôkku township shows a slight improvement, but the number of schools is still few and the passes meagre.

In Pauk township the results are very satisfactory. Schools have increased by 8, pupils by 407, and passes under Standards I to III by 31. U Kalayana's school at Pyin chaung is the best in the township, owing, doubtless, to the zeal and energy of the manager shown in the (to him) new system of instruction. U Eindathala of Pauk village is equally zealous. Monastic schools are now accepting the visits of the Itinerant teacher and general improvement all round is visible.

Yezagyo township has an addition of 8 schools with 309 pupils, and passes by Standards I and II have improved by 16 and 8 respectively. The township shows some improvement, but neither priests nor laymen have come forward so readily as in other townships to accept our system, or the help offered either in the way of grants or in utilizing the services of the Itinerant teacher.

In Seikpyu township 2 schools with 109 pupils have been added to the list and passes under Standards I and II have increased by 2 and 9 respectively.

Tilin township has only 9 schools with 216 pupils, and obtained only 3 passes by the First Standard. The inhabitants consist principally of Chins and Yawthas, who are very poor and very ignorant. The best school in the township is that of U Kathana, Kyin village, which obtained 2 full passes and 10 partial passes by the First Standard.

Myaing township shows an increase of 7 schools, 214 pupils, and 35 passes by Standards I and II. The Lower Primary stage only has been reached.

Yawdwin township has added 4 new schools with 43 pupils to the list, and passes by Standard I have increased by 15. For the first time a pupil has passed by Standard III. The pôngyis of this township are very lazy and ignorant and look with suspicion on the work of the department and its officers.

Kunaywa township has the same number of schools as last year (19), but an increased attendance of 147 pupils. Passes by Standards I, II and III have increased by 41, 7 and 1 respectively.

Maung Ôn Shwe, the Itinerant teacher of this township, has done good work during the 8 months he has been in charge.

Laungshe township secured 2 passes by the First Standard, and although the number of schools is the same as last year (8), the attendance has increased

by 51. U Kanti of Laungshe takes an interest in education. The inhabitants of this township are either Chins, Yawthas or half-bred Chins, are very wild and illiterate, and care little or nothing for education. One hundred and twenty-nine pupils gained partial passes from 22 schools throughout the district.

The most successful schools in the district are those of—

U Meda, Shweku taik, Pakôk-ku.
Maung Kyin Pabè, Pakôkku.
U Keitti, Leya village.
U Kalayana, Pyin chaung.
U Eindathapa, Pauk.
U Parama, Gangaw.

MINBU DISTRICT.

In Minbu town there were 15 schools and 362 pupils during the year under report as against 17 schools and 358 pupils last year. Passes by Standards I, II and III show increases of 2, 15 and 4 respectively. Twenty-six partial passes have been obtained. This progress is due to the Itinerant teacher and to the fixed Certificated Assistant teacher attached to U Nageinda's school.

Salin township has 12 schools and 203 pupils this year as against 21 and 371 last year. Passes by Standards I and II (the only standards at present reached) exhibit a slight decrease. The Itinerant teacher was in charge of too large a circle and was unable to do justice to this township. Many of the riverine villages in this township have never been visited owing to want of time.

In Sidôktaya township there are 18 schools and 286 pupils as against 13 and 227 last year, but no passes have this year been gained. The Itinerant teacher appointed during the year did not do efficient work, and it is doubtful if any one will remain in this notoriously unhealthy place.

Ngapè township has 7 public schools and 129 pupils, a slight decrease over last year, but only 2 passes were obtained in Standard I. Twenty-two partial passes were obtained. This township is in exactly the same position as Sidôktaya.

Legaing township shows the same number of public schools as last year, with a slight decrease in attendance. Full passes have also decreased, but 34 partial passes have been gained. The failure of U Yewada's school at Legaing caused the decrease in full passes.

Sagu township shows 21 schools, the same as last year, and an attendance of 453, a decrease of 9. Passes by Standards I, II and III, the only standards yet taught, have increased by 6, 9, and 3 respectively. Twenty-six partial passes were also gained. The people of Sagu are not disposed to pay fees and lay schools do not flourish.

U Alanka, Sagu, and Maung Yoe, Kyauktan, did very good work in this township.

Minbu township has for the first time got 1 public school with 16 boys in attendance, which gained 7 full passes by Standard I. The establishing of this school was due to the Itinerant teacher.

The public schools in Kyabin township have increased from 25 to 30, and the attendance from 506 to 530. Passes by Standards I and II have decreased owing to the bad results of Ma Myat Te's school, Sinbyugyun, and U Sandima's monastic school. The people of this township are unwilling to pay fees.

The number of public schools in Salin town has risen from 11 last year to 23 in the year under report. The attendance has gone up from 250 to 441 including 112 girls. Passes by Standards I, II, IV and V have increased by 41, 16, 2 and 1 respectively. The good work done here is due to the efforts of the Itinerant teacher.

In the whole district there is an increase of 14 public schools and 131 pupils, and the passes in every standard except Standard IV have increased. Partial passes were gained to the number of 334, and grants earned have increased by Rs. 1,307. Managers encouraged by the Itinerant teacher are endeavouring to improve themselves, and when a manager is unable to teach any standard, he soon became able to teach Standard I.

The Deputy Inspector of Schools reports that he has applied a somewhat stricter test than formerly since the introduction of Itinerant teachers, so that the education of this district as well as that of Magwe has progressed considerably.

Fees are now paid more regularly in lay schools.

In Salin town private enterprise has interested itself in education, and many of the well-to-do people have established schools in their own premises, which have done well.

The district will be much better inspected, and will show better results when separated from Magwe and placed under the control of a Deputy Inspector or Sub-Inspector of Schools of its own. It sadly needs it.

MAGWE DISTRICT.

Magwe township shows a net decrease of 4 schools and 126 pupils. The lay schools of the town are in a very backward state, and much behind the monastic schools in efficiency. Passes by the First Standard have increased by 5, but in the Second and Third have decreased by 1 and 2 respectively. Magwe town is worse off than the township as regards good schools, the pôngyis there taking very little interest in education. During the year under report partial passes were allowed. In this township 59 were obtained in Standard I.

Yenangyaung township has a decrease of 2 schools and 11 pupils. There is a slight increase in the passes by Standards I and II. In this township the lay schools do better work than the monastic. Sixteen partial passes were obtained.

Myothit township has 17 schools as against 12 last year, and there is an increase of 91 pupils. In Standards I and II 38 and 10 have passed this year as against 21 and none last year. Twenty-nine partial passes have also been obtained. The work in this township is entirely in the hands of the pôngyis.

Taungdwingyi township has 21 public schools and 464 pupils this year against 14 and 372 last year. There is an increase in Standards I and III of 23 and 3 passes respectively, but Standard II shows a decrease of 5, and none have passed by Standard IV. Forty-one partial passes have been gained.

In Taungdwingyi town there are this year 10 schools and 280 pupils as against 11 schools and 302 pupils last year. There is an increase in all the standards except IV, which is stationary. Standard V was reached by U Muneinda's school. The monastic schools of this town are doing good work. Eight partial passes were obtained.

Myingyan township shows 12 schools and 347 pupils against 14 schools and 347 pupils last year. Passes by Standards I and II have increased by 31 and 8 respectively, and Standard III has been reached for the first time.

Natmauk township has 19 schools and 438 pupils this year against 24 schools and 658 pupils last year. The fact that the monastic shools were inspected at the time of a general feast reduced the number of pupils. There is a falling off of 13 in the passes by Standard I, but those of Standards II and III show slight increases. Fifty-five partial passes were obtained. The township shows little progress.

The whole district shows a decrease of 2 schools and 200 pupils, but the number of passes by every standard except the Fourth shows a very substantial increase. There is an increase of 75 passes by Standard I, 25 by Standard II, and 10 by Standard III. Two hundred and forty-two partial passes were obtained, and grants earned increased from Rs. 1,619 to Rs. 2,753. The result is due to a very large extent to the work done by the Itinerant teachers. Fees are beginning to be paid willingly.

Mr. H. F. P. Hall, formerly Subdivisional Officer, Magwe, and Maung Myit, formerly Township Officer, Natmauk, took much interest in the promotion of Primary education. It is due to them that a good school has been established at Natmauk.

U Muneinda's monastic school, Taungdwingyi, is the best school in the district. The following deserve mention: Maung Kywet, Yenangyaung; U Tilawka, Myothit; U Parama, Kokogwa, Maung San Kho, Natmauk.

I strongly urge again, as I did last year, that a separate officer be placed in charge of Magwe district. It is far too important to be attached to Minbu, which is sufficiently large for a Deputy Inspector of its own. The whole district has not been visited twice, as it should be, for want of time. This is prejudicial to good work.

Eastern Division.

Schools have increased by 77, pupils by 1,055, and full passes from Standards I to VI by 408.

Meiktila shows a good record and some improvement is seen in Kyauksè.

KYAUKSÈ DISTRICT.

Schools have increased by 5 and pupils by 110. Passes in Standards I and II, III and IV, and V, VI and VII have increased by 36, 4 and 5 respectively. In Kyauksè town schools have increased by 2, but the attendance has decreased by 9. Passes in Standards I and II have increased by 17, but in Standards III and IV a falling off of 20 passes is noticeable. This falling off in the higher standard passes is attributed to the fact that the managers of two important lay schools have had to divert their attention from instructing their pupils to the work of erecting new school-houses, but this is a lame excuse.

Singaing township is steadily progressing. Schools have increased by 2, pupils by 89, and full passes under Standards I to V by 51.

Minzu township has retrograded. The falling off is due to the failure of one good lay school owing to the death of the manager.

Myittha and Paukmyaing townships are both very backward. The latter contains only one registered lay school. For the whole district only one partial pass was gained.

Captain Strickland, Deputy Commissioner of Kyauksè, and Mr. F. L. Lang, Subdivisional Officer, gave us much help.

The leading Indigenous schools in the district are those of—

U Pandi, Kyauksè town.	U Zina, Ngalongôn.
Mg. Tha Aung, Kyauksè town.	Maung Po Tha, Myittha.
Maung E, Kyauksè town.	Maung Hmat, Myittha.
R. C. M. School, Chanthagôn.	U Anba, Paukmyaing.
Maung Po Mya, Paleik.	Maung Paw La, Yawmôn.

MEIKTILA DISTRICT.

An increase of 14 schools with 147 pupils is a satisfactory feature in the report from this district. Passes by Standards I and II, III and IV, and V, VI and VII have increased by 261, 6 and 5 respectively.

In Meiktila township schools have decreased by 1, but an increase of 35 pupils is shown. Passes in the First Standard increased by 10, but decreased in Standards II, III and IV by 1, 2 and 1 respectively. This decrease is due to the small number of passes obtained in Ma The's school owing to the fact that the school-house was burnt down during the year. Maung Lu Hman's school continues to grow and now contains 112 pupils. A new school-house has been provided with ample accommodation.

Thazi township is still very backward. Ten passes by the First Standard were, however, obtained this year against none last year.

Wundwin township has retrograded. Pupils have decreased by 52, passes in Standards I and II by 36, but an increase of 9 passes is observable under the Third and Fourth Standards. The best school in the township is that of Maung Thaing of Wundwin. U Kelatha of Kanbè died during the year, hence the falling off of Third and Fourth Standard passes.

In Mahlaing township an increase of 2 schools with 221 pupils is seen. Passes by Standards I and II, V, VI and VII have increased by 98 and 6 respectively. In Standard III a falling off of 22 passes is counterbalanced by an increase of 12 passes by the Fourth Standard. U Pandi's school still holds its own as the best in the township and district. Four scholarships in the Fourth Standard, 3 passes by the Fifth and 2 by the Seventh Standards are evidence of good, solid work. Of lay schools Maung Po Myit has shown good results. As regards partial passes, 76 passes by Standard I, 2 by Standard II, and 3 by Standard III were secured. No difficulty has been found in levying and collecting fees in the lay schools both at headquarters and in the district.

The best schools are those of—

Maung Lu Hman, Meiktila.	U Zina, Zibinkan.
U Pandi, Mahlaing.	U Pyinnya, Kangyi.
U Guna, Mahlaing.	U Zawta, Thèdaw.
Maung Po Myit, Mahlaing.	Maung Thaing, Wundwin.
U Thuriya, Yecho.	Maung Sun, Pindalè.

Mr. D. L. Richardson, Subdivisional Officer of Wundwin, and Maung Nyo, Subdivisional Officer of Meiktila, have both done much to further education in their respective subdivisions.

YAMÈTHIN DISTRICT.

Deputy Inspector Maung Baw has had the care of this district during the year and shown considerable activity. Five Itinerant teachers have been employed. One of the Itinerant teachers, Maung Pu (9), has proved himself unfit for employment; and for shirking his work and falsifying his diaries to the Deputy Inspector of Schools has been dismissed.

The district generally shows progress. The small falling off in passes under Standard I arises from many pupils being absent, assisting their parents in the fields, when the examinations were held in Pyinmana town.

The increases under other standards, and the larger total of grants earned, point to improvement.

During the year under report passes for Burmese alone were permitted in certain monastic schools; 28 were successful and their earnings amount to Rs. 722-4-0.

In Yamèthin town little change has taken place, but some improvement is visible, and a large grant has been earned.

Yamèthin township shows a smaller attendance and fewer passes, the death of the Gaingdauk U Withoda of Thaingôn village, and his obsequies, having led to the temporary cessation of work in 4 formerly successful schools.

Pyawbwè township shows progress. The lay school of Maung Kyaw in Pyawbwè village is still carried on with the help of a Pupil teacher.

Yindaw township has made a step forward and shows better results under all heads, the grants for partial passes being nearly double those for full passes.

In Pyinmana town work has been carried on with activity, but attendance and First Standard passes have decreased owing to pupils being absent at the examination time, assisting their parents in the fields. In the lay schools teaching has been carried to the Fifth Standard and a further advance may be expected. The schools are well attended and popular, fees being willingly paid at 8 annas and 4 annas rates.

Pyinmana township is in all respects backward. The few schools it contains have not done well. Of Kyidaunggan township the same may be said. Both have been under an Itinerant teacher whose work has proved very unsatisfactory.

Lèwè township, with fewer pupils attending, has secured fewer First and more Second Standard passes than usual, earning a larger grant than last year.

In this and in Kyidaunggan townships, and also in Yamèthin town, no partial passes were gained.

The most successful schools of the district are those of—

Maung San Win,	Pyinmana.
Maung Po San,	
Maung Shwe Zin,	
U Ponnya,	
U Thilasaya,	
U Kethaya,	
U Mata,	Inbin.
Maung Gyaw,	Pyawbwè.
U Zayanta,	Thawati.

U Ariya, Yamèthin, U Thondara, Taukgyangyin; U Pandi (Gaingdauk), Kyaungywa; U Ne Meinda, Thanbatlè; Makyin; Yindaw; U Kathana, Pègôn; U Awbatha, Pyiwin; deserve commendation for good work.

MYINGYAN DISTRICT.

The progress in this district is not so marked as in last year's report. Schools show an increase of 41 and pupils have increased by 409. Passes by Standards I and II, III and IV, and V, VI and VII have increased by 21, 23, and 1 respectively.

In Myingyan town schools have increased by 6, but pupils have decreased by 34. Except in the First Standard, where an increase of 18 passes is shown, the passes in Standards II to IV inclusive have decreased by 26.

In Myingyan township an increase of 5 schools with 42 pupils is shown. Except in the First Standard, which shows a decrease of 8 passes, full passes have increased by 13. School attendance has suffered in consequence of failure of crops and consequent migration of the inhabitants to other districts.

Pagan town shows an increase of 66 pupils, but the number of schools has not increased. Passes have decreased in Standards I and II by 31, but for the first time 5 passes have been secured in the Third Standard.

In Pagan township schools have increased by 13 and pupils by 301. Passes by Standards I and II show an increase of 41, and 2 pupils have reached the Fourth Standard.

Taungtha township has retrograded. Although an increase of 5 schools is shown, pupils have decreased by 216 and the Second Standard only has been reached. The township contains very few schools of promise.

Kyaukpadaung township shows a slight improvement in passes, and for the first time 2 pupils have passed the Fourth Standard. Several monastic schools of some promise were discovered at the foot of Popa mountain.

Salè township shows little or no improvement. Two pôngyis who favoured our system died during the year; hence the falling off by 17 of First Standard passes.

In Natogyi township schools have increased by 5 and pupils by 246. Passes by Standards I and II and III and IV have increased by 29 and 2 respectively. Natogyi town itself has several monastic and lay schools of promise. Fourteen schools presented 130 pupils, and of these 113 obtained partial passes by the First Standard.

The best schools in the district are those of—

Maung Thaw Da, Myingyan town.	U Ottama, Pagan town.
Maung Pwo Min, Myingyan town.	U Adeissa, Pagan town.
Ma Sa Bwin, Myingyan town.	Maung Pan Gwe, Pagan town.
Ma Paik Mi, Myingyan town.	Maung Bwe Gyaw, Pagan town.
Maung Pyo, Myingyan town.	U Nyana, Singu.
Maung Tha Yan, Thamôngaing.	U Kethera, Salè.
Maung Mya, Panywa.	U Thiri, Gwegyo.
Maung Pe To, Pyawbwè.	Maung Pe Maung, Gwegyo.
Maung Pe Lu, Anein.	U Thumingala, Pagan Nge.

The Deputy Inspector of this district was not worth much, and he saved us much trouble by resigning.

SPECIAL CLASSES.

53. The following are the general statistics of Mahomedan, Karen, Chin, Kachin and Tamil schools for Upper and Lower Burma :—

	1894-95.	1895-96.	Increase.	Decrease.
Schools	550	588	38	...
Pupils	16,980	17,489	509	...
Full passes { I and II	3,663	4,102	439	...
Full passes { III and IV	927	1,065	138	...
Grants paid	29,262	29,781	519	...
Grants earned	32,979	38,121	5,142	...
Certificated managers	5	12	7	...
Certificated Assistant teachers	22	15	...	7
Karen Certificated teachers	189	205	16	...

The above figures testify to general progress in all directions.

Mahomedan, Karen, Talaing and Tamil schools are again only found in Lower Burma. [Talaing schools, all as yet private institutions, are referred to in Section VIII (*g*).]

Chin schools are met with in Sandoway district, the central and leading school being in Sandoway town, managed by the American Baptist Mission.

Mahomedan schools have fallen off under all heads owing to work having received a check in Rangoon town. In Arakan slight progress has been made.

Karen schools show progress in all divisions of Lower Burma, where alone they are found.

Tamil education has improved. In the Pegu district and Moulmein town the results are very small.

In Upper Burma registered Mahomedan schools are found only in Mandalay town, where 5 aided schools exist; 8 registered unaided schools are in the Yamèthin district; a total of 13 schools with 414 pupils. In Mandalay town 129 full passes were obtained in Standards I, II, III, and IV.

54. The following are the general statistics of Mahomedan schools :—

	1894-95.	1895-96.	Increase.	Decrease.
Schools	24	30	6	...
Pupils	1,042	1,248	206	...
Full passes { I and II	207	185	...	22
Full passes { III and IV...	24	36	12	...
Grants paid	593	769	176	...
Grants earned	679	1,324	645	...
Certificated managers	...	...	...	...
Certificated Assistant teachers	6	5	...	1

LOWER BURMA.

(*a*) *Mahomedan.*

AKYAB DISTRICT.

The number of registered schools has increased from 9 to 12, the number of pupils attending these schools has increased 5 per cent., and the number of passes 16 per cent. It will be seen that there has been progress. Passes were gained this year by Standard IV.

The number of private Mahomedan schools has increased from 76 to 82 and the pupils attending these schools from 242 to 1,411. There are also 689 unrecognized Mahomedan schools distributed throughout the district. These schools we hope to bring on the list of registered schools by employing Itinerant teachers to visit them.

On the whole, Mahomedan education is steadily progressing, and, but for the dearth of qualified teachers, would progress more rapidly. Those sent for training to the Government Normal School, Moulmein, do not do well as a rule, or pass out with success, though they have a separate Mahomedan teacher.

KYAUKPYU DISTRICT.

There is one registered Mahomedan school just outside Kyaukpyu town, with an average attendance of 24 pupils.

There are no private unrecognized Mahomedan schools. At Ramree town there is a number of Mahomedans, so an Urdu teacher has been appointed in the Municipal school there. No passes were obtained by Mahomedans in this district.

RANGOON TOWN.

One new school has been brought on the list, but has not been examined for grants. The other, that of Hafiz Ahmed, has fallen off greatly since the half salary grant was withdrawn. The manager declining to pay the Certificated Assistant teacher, he left, with the result that passes have fallen to 2 in Standard I and to 1 in Standard II, and the grant earned from about Rs. 400 to Rs. 82-2-0.

MOULMEIN TOWN.

Schools show some as before. Pupils number 257, an increase of 87. Standards I and II have decreased by 13. Standards III and IV have progressed, passing 3 and 1 pupil against none in 1894-95.

There appears little hope of Vernacular Secondary education making much progress in the Moulmein Mahomedan community.

In the Urdu Practising class of the Government Normal Practising School the passes were—

		1894-95.	1895-96.	Increase.	Decrease.
Schools		1	1	...	...
Pupils		20	28	8	...
Full passes	Standard I	7	...	...	7
	Standard II	6	...	...	6
	Standard III	...	...	...	...
	Standard IV	...	...	...	...
	Standard V	...	4	4	...
	Standard VI	...	3	3	...
	Standard VII	...	1	1	...

UPPER BURMA.

The figures and remarks for Upper Burma have been entered at the beginning of this section. Nothing much seems to have been effected in this direction.

(*b*) *Karen.*

55. The following are the general statistics of Karen schools :—

		1894-95.	1895-96.	Increase.	Decrease.
Schools		478	505	27	...
Pupils		14,850	14,953	103	...
Full passes	I and II	2,921	3,429	508	...
	III and IV	878	1,003	125	...
Grants paid		28,049	26,108	...	1,941
Grants earned		28,798	28,566	...	232
Certificated managers		5	10	5	...
Certificated Assistant teachers		15	10	...	5
Karen Certificated teachers		189	205	16	...

The figures on the whole are satisfactory for each district, and show that schools have been regaining the ground lost in 1894-95. Work has probably met with fewer hindrances, and better results have in consequence been obtained. The great need of Karen education is trained teachers, and this can only be met as education progresses among the people and properly qualified men come forward in larger numbers for training in the Normal schools. It is satisfactory to note that the number of Karens under Normal training in the various schools and classes appears to be increasing.

Pegu Division.

There is an increase of 17 schools due to the better conditions obtaining among the Karens. The increase in pupils and passes, is satisfactory, and shows that the desire for education is spreading. It is gratifying to find that Buddhist Karens are now anxious to avail themselves of the advantages held out to them by Government.

The new Karen Teachers' Certificate system should induce the Karens to equip themselves for better school work than they have hitherto done.

PEGU DISTRICT.

This district was made a separate charge, so far as Karen education was concerned, on the 9th July 1895.

Payagalè township shows an increase of 1 school and 15 pupils. The passes by Standard I are the same as last year, while those of Standard II have increased by 6. None have passed by Standard III. The Karens in this township are not numerous, but they are manifesting an increasing desire for good schools.

Kawa township, with an increase of 1 school and 15 pupils, shows 3 and 9 of an increase in passes by Standards I and II, and 13 and 7 of a decrease in passes by Standards II and III respectively. The decreases are due to fewer presentations in these standards. The people of this township are not quite so enthusiastic as those of other townships.

In Hlègu township there is an increase of 1 school and 52 pupils. Standards show increases in passes as follows: Standard I 24, Standard IV 9, Standard VI 2. The following show decreases: Standard II 12, Standard III 8, Standard V 1. The increases in all cases show improved work, while decreases are generally due to fewer presentations. This is far the best township in the district.

Pyuntaza township shows an increase of 2 schools and 22 pupils, but the passes are not so satisfactory. In Standard II alone is there an increase, and that only of 1, while Standards I, III and IV show decreases of 3, 14, and 2 respectively. The decrease is due to the failure of two schools, one at Badigwin and the other at Shweindôn, to equal their results of last year.

The whole district shows 47 schools this year as against 35 last year, and pupils have gone up from 1,399 to 1,503, of whom 506 are girls. Passes by Standard I number 142, of whom 54 are girls, an advance of 24 on last year; by Standard II 96, of whom 23 are girls, a decrease of 14; by Standard III 51, of whom 14 are girls, a decrease of 30; by Standard IV 42, of whom 6 are girls, an increase of 16; by Standard V 8, of whom 4 are girls, a decrease of 1; and by Standard VI 2, this standard being reached for the first time during the year under report. The decreases, as has already been noted, are due to fewer presentations. This is a creditable result, and the proportion of passes obtained by girls is very much larger than is found among Burmans. The people are united in their desire to establish good and useful schools, and fully recognize the advantage of educating girls as well as boys. The non-Christian Karens are beginning to awake to the problem of providing proper schools, and where they are unable to establish schools for themselves, are making use of those of their Christian brethren. The desire for good education is also manifested by the increasing desire to employ only properly qualified teachers.

THARRAWADDY DISTRICT.

Tapun township, with 1 public school and 22 pupils, is in the same position as last year, and shows no passes. It is hoped that, as Burmese is now to be taught in this school, some passes will be gained next year.

Gyobingauk township shows an increase of 1 school and 3 pupils. Passes by Standard I show a decrease of 5 owing to the school losing an experienced teacher, while those of Standard II show an increase of 2. The number of girls in attendance is 29 as against 19 last year.

Minhla township shows a satisfactory increase. Last year there were 4 public schools with an attendance of 124 pupils; this year there are 5 schools with an attendance of 225 pupils. It is noticeable that 50 girls attend school as compared with 29 last year. Standard I passes have increased from 16 to 28, and Standard III passes from 2 to 9. Standards II and IV have the same number of passes as last year, 15 and 2 respectively.

Sanywe township, with 16 schools as last year, shows an increase of 26 pupils. There is a substantial increase in passes by every standard except the Third, which shows a decrease of 9. This township has done remarkably good work. The Sixth Standard has been reached. It is gratifying to note that the non-Christian Karens are taking an interest in education.

In the whole district there is an increase of 2 schools and 61 pupils. Passes by all the standards have increased except by the Third, which shows a slight decrease of 2. The elders and the people have co-operated in establishing and maintaining good schools. The non-Christian Karens are striving more than they did formerly to establish good schools.

HANTHAWADDY DISTRICT.

Hlaing township has 12 schools, as it had last year, but there is an increase of 12 pupils. Standards I, II, III and V are distinctly better than last year, but Standard IV has lost one pass. Standard VI has been reached for the first time.

In Hmawbi there is an increase of 1 school and 42 pupils. There is a slight decrease in passes by Standard II, but in Standards I, III and IV there are counterbalancing increases. The Deputy Inspector of Schools reports that although there is an increase in the number of passes, this increase is not as good as it ought to have been in a township which, like Hmawbi, has a large Karen population. Some difference of opinion among the leading men has prevented harmonious work.

Tuntè township has 16 public schools and 513 pupils, against 15 schools and 429 pupils last year. Passes by Standards I and II show increases of 41 and 14 respectively, passes by Standards III and IV show a decrease of 9 and 5 respectively; Standard V is stationary with 3 passes, and Standard VI, which has been reached this year for the first time, shows passes to the extent of 3. This township is doing good work.

Kungyangôn township shows 9 schools and 301 pupils as against 80 schools and 258 pupils last year. Standard I has a decrease of 4 in passes, but Standards II and III have increased their passes by 19 and 5 respectively. The Karens of this township are chiefly Pwos, and are striving to improve their schools.

The 56 public schools of the district have 1,840 pupils, an increase of 181 on last year. The increase in the passes is a very satisfactory feature of the work. They are as follows:—Standard I 64, Standard II 45, Standard III 11, Standard VI 4, Standard VII 1, while Standards IV and V show an increase of 10 passes. The people are zealous in improving the schools.

The following school managers deserve mention: Maung Aung Hla, Petin village, Hmawbi; Maung Byu Choot, Wetchaung village, Tuntè; and Ma Min Thane, Ôktwin village, Hlaing.

Irrawaddy Division.

The number of registered Karen schools has increased from 252 to 254. The passes obtained in the Lower Primary standards have increased 27 per cent. and those in the Upper Primary standards 18 per cent. There has been a falling off of 5 per cent. in the number of pupils attending registered schools.

Karen Vernacular schools suffer greatly for want of good teachers. Encouragement has been given to pupils from the Anglo-Vernacular Karen schools who have passed Standard VII to become teachers in these village schools.

THÔNGWA DISTRICT.

The number of schools has decreased by 2, the number of pupils attending these schools has decreased 15 per cent., the number of passes has increased 53 per cent. Passes were obtained by Standard V this year.

In Yandoon township schools, pupils, and passes gained have all decreased. The main cause in these decreases is due to Maung Tha Maung's school, Nyaungwaing village, being closed owing to the death of the manager. No passes were obtained beyond Standard III in this township.

In Danubyu township there has been an increase in schools, pupils, and passes. Passes were obtained by Standard V.

In Ma-ubin township the registered schools have decreased by 6; the pupils also have decreased 28 per cent., but there has been an increase in the number of passes gained. The decrease in the number of registered schools is due to 6 schools being struck off the list owing to paucity of pupils. The decrease in the number of pupils attending registered schools is due to this.

In Kyaiklat township the schools have increased by 2, but pupils and passes gained have decreased. The decrease in pupils and passes is due to many pupils joining Anglo-Vernacular Karen schools. Education makes no progress in this township.

In Pyindayè township schools remain the same in number, pupils have decreased, and passes gained have increased. The decrease in the number of pupils is due partly to masters and partly to many pupils having joined Anglo-Vernacular Karen schools.

In Pyapôn township education is very backward. Only 16 passes were obtained in the whole of this township and all these were by Standard I. There are only 2 registered schools as last year, and the number of pupils attending these is 40, or 1·7 less than last year.

In Dedayè township the number of schools has decreased from 4 to 3, and pupils have decreased from 111 to 51. There has also been a slight decrease in the number of passes gained. The decrease in the number of pupils is owing to several families having left the district and to the consequent closing of one school.

The work of the Sub-Inspector might have been better. With more energy on his part, better results can be shown.

BASSEIN DISTRICT.

In Bassein district the registered schools have increased 3·7 per cent., the number of pupils attending these schools has diminished 1·7 per cent., and the number of passes gained has increased 33 per cent. Passes were obtained this year by Standard V. The decrease in the number of pupils was due to the date of the promotion examinations in Thabaung and Kangyidaung townships being changed from November to July, and many pupils had not joined their schools at that date owing to their parents requiring their services in the fields.

The Deputy Inspector should have arranged his examinations so that each school had about one year's preparation.

In Kangyidaung township the number of schools remains the same. Pupils and passes, however, diminish. The cause of these decreases has already been stated.

In Bassein township there has been a satisfactory increase in both registered schools, pupils attending these schools, and in the passes gained.

In Thabaung township schools have decreased from 25 to 22, pupils have also decreased, but the number of passes gained has increased. The decrease in the number of schools is due to a few schools which were established temporarily last year being abolished, the villages in which they were established being unable any longer to bear their expense. The cause of the decrease in the number of pupils has already been mentioned.

In Yegyi township the number of schools has increased from 4 to 5. Passes gained have also increased, but pupils diminished slightly. The decrease in the number of pupils in this township is simply due to emigration to other townships of many villagers.

In Kyaungôn township schools, pupils, and passes gained have each increased somewhat.

In Kyônpyaw township schools are the same in number as last year, but passes gained and pupils have increased.

In Ngaputaw township the number of schools has risen from 9 to 10; pupils remain about the same as last year; passes gained have increased somewhat.

In Bassein town there is one Vernacular Karen school under Father D'Cruz, which showed an increase in both number of pupils and passes gained.

There is a great demand for good teachers. Villages can afford to pay for good teachers, but at present are unable to procure them.

HENZADA DISTRICT.

The number of registered schools has increased 21 per cent., the number of pupils attending these schools 26 per cent., and the number of passes gained 19 per cent. No passes were obtained beyond Standard V.

In Zalun township the schools have increased by 6 and there has been a large increase in the number of both pupils and passes.

In Ôkpo township the schools have increased from 3 to 4. There has been a slight increase in pupils and a slight decrease in passes gained. This is a very backward township.

In Kanaung township there is a slight increase in both schools and pupils and a slight decrease in passes gained.

In Lemyethna township the number of schools remains the same ; pupils and passes gained have increased slightly.

In the Henzada township pupils and schools have increased slightly, but there has been a falling off in the number of passes gained.

The decrease in the number of passes gained in this township is owing to the very irregular attendance of the pupils, owing to fever and other complaints.

There are no Karen registered schools in the Myanaung and Kyangin townships, though there are many Karens in these townships.

Among the best schools are Maung Shwe Naw's, Myaing village, and Maung Aung Myat's, Inegyi village. With regard to the work of the Sub-Inspector of Karen Schools, his report on Henzada district was not only meagre, but inaccurate.

The work of examining the Karens schools in this as in other districts might be done more carefully, and the rules for passing candidates adhered to more strictly.

MYAUNGMYA DISTRICT.

The number of registered schools has decreased 15 per cent., the number of pupils attending these schools 19 per cent., and the number of passes gained 6 per cent. No passes were obtained beyond Standard V. The cause of the decrease in the number of schools is due to many Karens having left the district. Some schools had to be struck off the list of registered schools in consequence. The number of pupils attending registered schools and the passes gained in consequence also decreased. These decreases have occurred almost entirely in the Wakèma and Pantanaw townships.

In Thigwin township there has been a slight increase in both schools and pupils and a slight decrease in the total number of passes. These decreases were due to the promotion examination being unavoidably held earlier than usual and pupils had only a part instead of a whole year for preparation.

InMyaungmya township the schools have decreased in number by 1. There has been a considerable increase of pupils attending these schools and the passes gained have also slightly increased.

In Wakèma township schools have decreased from 16 to 10, and pupils have decreased 25 per cent. There has also been a slight decrease in the number of passes. The reason for these decreases is due partly to many schools being badly staffed ; they were not considered sufficiently efficient for registration. These schools, therefore, had to be struck off the list. The other cause has already been stated, namely, the people leaving this district for the Thôngwa district.

In Pantanaw township there have been similar decreases, though not so marked as in Wakèma township, the causes being the same.

Tenasserim Division.

The returns show an increase of schools with a commensurate improvement in the attendance. The figures for passes also, as well as those for grants earned, indicate progress.

Toungoo, augmented by Kyaukgyi and Shwegyin townships, is now the chief field of work. The figures for Amherst district are greatly lessened, the bulk of the schools lying in the townships having been lately transferred to the new Thatôn district, which stands consequently next to Toungoo in importance.

AMHERST DISTRICT.

The district having been divided, about half the schools and pupils belonging to it are now included in the returns for the Thatôn district. The figures for the schools that remain show little change beyond small increases in schools, pupils, and Standard II, IV and VI passes, fewer passes under Standards I, III, and V, and slightly diminished earnings.

Six Certificated Karen teachers have been employed as before, and appear to have worked satisfactorily.

The Haungtharaw, Gyaing-Ataran and Bilugyun townships are the chief fields of educational activity, earning from about Rs. 300 to Rs. 350 each. In the last-named locality Maung Dwè (Certificated manager) still keeps up his school, which has reached the Fourth Standard.

At Kyundo Maung San Myat Paw has passed 1 pupil by Standard VI.

In Wagaru, Yè, and Kawkareik there are in all but 4 schools, those of the first two earning grants for the first time apparently.

SALWEEN HILL TRACTS.

Little change has taken place in this out-of-the-way locality. There are still 3 schools open, but owing to the closing of one at Papun (the teacher having removed to the Thatôn district), attendance of pupils has fallen off by 15. The new school has been opened at Kawkareik, but it has few pupils as yet. It has reached Standard I, and Maung San E, the manager, is about to build a new school-house. In Papun the school of Maung Blai Paw has this year passed 1 pupil by Standard III.

TOUNGOO DISTRICT.

Figures for the year are on the whole very satisfactory and indicate steady progress. Schools have increased in number, partly by the addition of Shwegyin town and Kyaukgyi township to the circle, but chiefly by new schools being brought on the list, attendance of pupils having risen in proportion.

Passes show progress under all standards but II, where there is a decrease of nearly 50 per cent., chiefly in Kani and Kyathaungdaung townships, for which the Deputy Inspector's explanation that in many schools the pupils are beginners is hardly satisfactory.

There was a large number of First Standard passes last year, and the failure probably arises rather from defective teaching, classes I and II perhaps being under one teacher.

In the town the A. B. M., R. C., and S. P. G. Mission schools are carried on with vigour, and well merit the help they have received. From the end of the year, however, the aid extended to them by the Municipality in the form of salaries of Certificated Karen teachers will, I regret to say, from want of funds be withdrawn. It is hoped that the villages will come forward to meet the resulting deficiency or the schools must suffer.

In the villages a staff of 13 Karen Certificated teachers has been employed and has done much useful work. As a rule the schools have been kept at work during the whole year.

THATÔN DISTRICT.

In this recently formed district Karen schools are only found in the townships which formerly belonged to the Amherst district. Except for a small loss of schools and pupils, the figures for the year show pleasing progress on the whole. In Martaban and Pagat townships, however, the 3 schools (53 pupils) on the list secured no results. Thatôn town (3 schools) earned Rs. 158-4-0 only for 13 First and 10 Second Standard passes.

Thatôn township did much better, its 8 schools earning Rs. 477-8-0, the bulk going to Certificated manager Maung Tu La Pan, who continues to carry on work at Inwaing up to Standard VII.

In Gyaing-Thanhlwin township Rs. 788 were earned by the 5 schools kept open. All show progress and teaching is carried to Standard IV. Certificated manager Maung Tha Mait's school at Kawtamalain is the best, and those of U Kya Yo at Dônyin and Maung Ma Yin at Naunglôn are also commended.

Thanhlwin-Hlaingbwè has 6 schools, earning Rs. 956-8-0 between them. That of U Shwe Taw at Peinkyun, with an attendance of 80 pupils, has reached Standard VI; that of Ko Pi Paw at Pitakat also shows improvement. Altogether the condition of the schools is promising.

Seven Certificated Karen teachers have been employed by the department. They appear to have worked steadily, but it was found necessary to remove the Certificated Assistant teacher employed at the Peinkyun school from the service for gross misconduct.

MERGUI DISTRICT.

In 1894-95, 2 lay and 1 monastic schools were on the register, of which the latter now alone remains. It is situated in the village of Taminmasa, Pala township, and the monk U Taika is assisted by Maung Po Tun, a Karen teacher, who in 1894-95 had a school in the neighbouring village of Inpôn, but could not keep it up, the people being chiefly Christians. So he has transferred his services to the monastery (which has reached Standard II and earned a grant of Rs. 42-12-0), the villagers promising him Rs. 100 a year in return.

In the Tenasserim township, at Tharabwin village, the school carried on in 1894-95 by Maung Shwe Yai has been closed, and there are therefore no schools now working under the department.

(*c*) *Tamil.*

56. The following are the general statistics of Tamil schools:—

	1894-95.	1895-96.	Increase.	Decrease.
Schools	47	52	5	...
Pupils	1,027	1,209	182	...
Full passes {I and II	515	474	...	41
Full passes {III and IV...	10	59	49	...
Grants paid	95	2,595	2,500	...
Grants earned	2,977	3,563	586	...
Certificated managers	...	2	2	...
Certificated Assistant teachers	1	...	...	1

The number of registered schools has risen to 52, with a proportionate increase of attendance. There is little change to report in their general condition. In Rangoon and Moulmein towns increased earnings indicate some progress, which is confined to Standards II and III, Standard I showing a decrease in both places.

Hanthawaddy district shows good results, but the migratory habits of the Tamils, and the fact that they do not seem to establish themselves in large villages, but prefer to live in small hamlets, militates against good schools being established among them.

Amherst district has a few Tamil villages, and so far little work has been done.

The Deputy Inspector has been diligent in his endeavour to promote education among his people.

RANGOON TOWN.

Schools have risen by 4 and are 23; pupils by 128 to 684. Under Standard I full passes show a decrease of 35, but under Standards II and III there are increases of 37 and 24 respectively.

Grant earnings have risen by Rs. 381-14-0 and amount to Rs. 2,132-10-0.

Two Certificated teachers only have been working during the year.

Teachers generally are reported to have been very ignorant when their schools were first brought under inspection in 1894, but to be endeavouring to improve themselves. Two have already passed Standard IV.

HANTHAWADDY DISTRICT.

In Kyauktan there were 6 public schools during the year under report, an increase of 2 on last year's results, and the attendance reached 99, of whom 16 were girls. Standard I shows a decrease of 5 passes, while Standard II has increased by 2.

Thabyègan township shows 2 public schools this year as against 3 last year and the attendance has gone down from 36 to 29. Passes in Standard I, decreased by 20, a very serious diminution, due to the abolition of one school and to inefficient teaching. Passes by Standard II increased from 1 to 9.

In Kungyangôn township only 1 public school appears out of 3 that existed last year. There are 22 pupils in attendance instead of 27 last year.

Standard I shows only 2 passes as against 11 last year, but Standard II shows 10 passes as against none last year. Evidently the new pupils have failed to fulfil the requirements.

Hmawbi township has only 1 public school and 17 pupils, a decrease of 2 schools and 26 pupils. Standard I shows 4 passes, the same number as last year, while Standard II obtains 4 passes for the first time.

In the whole district there are 10 public schools and 167 pupils, against 5 and 70 respectively last year. Passes by Standard I show an increase of 23, while Standard II has been reached for the first time with 40 passes.

A. Samuel Pillay, Hospital Assistant, Kyauktan, took great interest in furthering education in the village.

The Tamils are too much scattered to do very much work, and the people themselves generally take their children away from school as soon as they can read and write a little.

PEGU DISTRICT.

In Pegu town there are 2 public schools this year as last, with an increased attendance of 5 pupils. Passes by Standard I fell from 19 to 6 owing to one school manager keeping the boys who had passed this standard, while he himself was unable to teach them the work of Standard II. Passes by Standard II have risen from 4 to 6, and passes by Standard III have been gained for the first time.

In Kawa township there is an increase of 2 schools and 34 pupils, due to the establishing of new schools. There is one Certificated manager in this township. There is an increase in the number of passes by Standards I and III. Standard II shows a decrease of 1.

There is an increase of 2 schools in the whole district; attendance has risen by 39, and there is an increase in the passes by every standard. On the whole improvement is shown.

MOULMEIN TOWN.

Schools have increased by 1, pupils by 12. Progress is shown in so far that 19 Third Standard passes have been gained against none in 1894-95, but there is a falling off under Standards I and II, especially the former. Pupils are reported to join the Anglo-Vernacular school after passing Standard II or to leave school altogether.

Teaching continues to be in the hands of ignorant men, who are said to take up the work when they can get nothing else to do. The people themselves are too busy making money.

SECTION VI.

SPECIAL INSTRUCTION.

57. Under this head come—

A.—Training Schools for Teachers.

B.—Technical Schools.

C.—Professional Schools.

58. The following are the leading figures for the past two years:—

Class of institution.	1894-95.		1895-96.	
	Schools.	Pupils.	Schools.	Pupils.
Training Schools for Masters	2	105	2	128
Training Schools for Mistresses	3	83	4	77
Schools of Art	...	...	...	...
Engineering and Survey Schools	21	423	22	505
Industrial Schools	2	118	1	75
Other Schools	6	224	9	221
Law Schools	1	8	1	8
Total ...	35	961	39	1,014

A.—Training Schools for Teachers.

59. The following are the figures for the past two years :—

Name of school.	1894-95.		1895-96.	
	Schools.	Pupils.	Schools.	Pupils.
Normal School, Moulmein	1	53	1	56
Normal School, Baptist College, Rangoon	1	52	1	72
A. B. M. Female Normal School, Kemmendine ...	1	39	1	31
Female Normal Class, St. John's Convent, Rangoon ...	1	16	1	24
A. B. M. Female Normal Class, Moulmein	1	28	1	16
Female Normal Class, St. Mary's S. P. G. School, Rangoon	...	...	1	6
Total ...	5	188	6	205

There are no Normal schools in Upper Burma; pupils desirous of training are sent to those in Lower Burma.

A new Normal class has been added to the list, that of St. Mary's School, Canal street, Rangoon. It is for females.

The increase in students of 17 under training is very satisfactory. It has arisen in those institutions which receive Anglo-Vernacular students as well as Vernacular. In the Vernacular classes for mistresses at Kemmendine and Moulmein there are rather heavy decreases.

60. The annual examination of the first and second year Normal classes have produced the results shown in the following table :—

(*a*) *Anglo-Vernacular.*

Name of school.	Secondary Grade.								Primary Grade.							
	1894-95.				1895-96.				1894-95.				1895-96.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.
Government Normal School, Moulmein ...	10	10	8	8	9	9	9	9	...	...	...	...	...	...	...	...
St. John's Convent Normal School, Rangoon ...	3	3	5	5	9	9	3	3	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon ...	11	11	9	9	11	11	7	7	9	9	7	7	7	7	4	4
Total ...	24	24	22	22	29	29	19	19	9	9	7	7	7	7	4	4

(*b*) *Vernacular.*

Name of school.	Secondary Grade.								Primary Grade.							
	1894-95.				1895-96.				1894-95.				1895-96.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.
Government Normal School, Moulmein ...	15	15	...	...	16	16	13	13	...	...	...	...	...	...	...	...
Morton Lane Girls' School, Moulmein ...	4	4	7	7	1	1	6	6	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Alôn, Rangoon ...	5	5	4	4	2	2	2	2	...	...	...	...	...	...	...	...
A. B. M. Girls School, Kemmendine ...	14	14	3	3	6	6	12	12	...	...	...	...	...	...	...	...
St. Mary's S. P. G. School, Rangoon ...	...	...	...	...	6	6	...	...	...	...	...	...	...	...	...	...
Total ...	38	38	14	14	31	31	33	33	...	...	...	...	...	...	...	...

(*a*) *Anglo-Vernacular.*

The number of passes gained is slightly less than in 1894-95. Primary grade passes for both the first and second years show small decreases.

Secondary grade passes for first year have increased by 5, but for second year have fallen by 3.

In the *Moulmein Government Normal School* the Anglo-Vernacular first year class seems a tolerably good one, but with plenty of room for improvement. The second year class did fairly, appearing intelligent and carefully taught, but should have secured higher marks. The first paper was not done well.

St. John's Convent presented candidates for the first and second year Secondary grade Anglo-Vernacular, and obtained a high percentage of passes. But the papers of both classes show indications rather of an attempt to commit the books, or more important passages of them, to memory, than of an intelligent study of the subject of teaching. The marks gained were as a rule too low.

The *Baptist College*, on the whole, shows fairly good work.

Anglo-Vernacular Primary grade (first year). Of 12 candidates presented, 7 passed, as a rule with low marks (the best getting 46 per cent. only), the papers being poorly done. Apparently either the teaching has been defective or an imperfect knowledge of English has prevented success.

Of the second year candidates (9), 4 passed. The class is not equal to the one referred to above, and proved very weak in the second paper.

Secondary grade (first year). This proved a strong class and passed 11 candidates out of 13 sent up. The students appear to be intelligent, and the teaching seems to have been above the average.

The second year class also did fairly.

(*b*) *Vernacular.*

Government Normal Class, Moulmein.—The Secondary grade (first year) candidates (12) all passed, with fairly good marks as a rule, a satisfactory result. The 4 Urdu candidates proved equally proficient.

The second year students were weaker, passing 9 only out of 14. The marks gained were fairly high. The Urdu candidates did better. All passed, the majority with good marks.

Morton Lane Normal Class, Moulmein.—Only one candidate came up for the first year Secondary grade. Of the 8 students of the second year 6 passed. The class proved a fairly good one.

Both these schools continue to set an example of neat and systematic work that other institutions would do well to follow.

The *Baptist College* sent up 2 candidates of the first year; both passed, one being very weak.

The *A. B. M. Normal Class, Kemmendine*, presented Secondary grade candidates only. Of 12 of the first year 6 passed. Of those (13) of the second year only 1 failed, but the marks gained were so low as a rule that the result cannot be deemed altogether satisfactory. The teaching has probably been fairly good. The pupils appear to be of average intelligence, but their answers to the questions were as a rule so meagre that it was difficult to form an idea as to whether they knew the subject fully or not.

St. Mary's Normal Class, Rangoon, for the first time sent up students for examination. They were of first year Secondary grade and answered the papers set as a rule intelligently and with commendable neatness. The result is creditable to the teacher who prepared them.

61. The results of the final Teacher's test, as far as the Normal schools are concerned, are here given:—

Name of school.	Anglo-Vernacular.				Vernacular.			
	Secondary Grade.		*Primary Grade.*		*Secondary Grade.*		*Primary Grade.*	
	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.
Government Normal School, Moulmein	3	1	...	...	4	...	...	...
St. John's Convent Normal School, Rangoon ...	4	3	3	...	...	..	...	...
A. B. M. Girls' Normal School, Kemmendine	...	...	...	...	15	2	...	...
Morton Lane Girls' Normal School, Moulmein ...	...	...	...	...	12	6	...	...
Baptist Mission Normal School, Rangoon	...	2	...	5	...	...	...	...
Total ...	7	6	3	5	31	8	...	...

(*a*) *Anglo-Vernacular.*

In the Secondary grade there is a decrease of 1, although the *Baptist College* has this year passed 2 pupils for the first time. The *Government Normal School, Moulmein*, has not done well. Out of 8 candidates, only 1 passed.

In the Primary grade the passes this year are due solely to the Baptist College, which passed pupils for the first time. St. John's Convent passed no pupils.

(*b*) *Vernacular.*

In the Secondary grade there is a decrease of 23 passes. There is a falling off in the 3 schools, and this although there is an increase in the attendance in all but the *Morton Lane School*. The results are not encouraging. The 2 Urdu candidates from the Government Normal School, Moulmein, failed.

The *A. B. M. Normal School, Kemmendine*, secured 2 passes out of 6, while Morton Lane Girls' School passed 6 out of 7.

62. The following statement shows the percentage of passes for the final theoretical tests in the examinations for Teachers' certificates for the past two years:—

Grade of examination.	1894-95.			1895-96.		
	Presented.	Passed.	Percentage of passes.	Presented.	Passed.	Percentage of passes.
Vernacular Primary ...	288	89	30·9	296	81	27·4
Anglo-Vernacular Primary ...	83	41	49·4	80	22	27·5
Vernacular Secondary ...	216	128	59·26	207	44	21·3
Anglo-Vernacular Secondary ...	71	45	63·4	80	20	25·0
Anglo-Vernacular Higher ...	9	6	66·7	7	1	14·3
Total ...	667	309	4·63	670	168	25·1

B.—Technical Schools.

(*a*) *Industrial.*

63. *St. Peter's Institute, Bassein.*—The following statement shows the passes gained:—

—	IV.	V.	VI.	VII.
Mechanical engineering	10	9	2	1
Blacksmith's work	9	8	5	1
Moulding	10	8	1	3
Carpentry	6	1	1	...
Tinsmith's work	2	3	2	...
Cane work	7	...	...	...
Shoe-making	7	...	...	...
Printing	14	5	4	1
Book-binding	17	7	6	1
Total ...	82	41	21	7

This school continues to do good work. Difficulties have arisen in connection with it. Hitherto it has been a grant-in-aid institution, superintended by Father D'Cruz of the Roman Catholic Mission, but he is anxious to give it up and arrangements are being made for carrying it on on some other basis. It would be a great pity if this school were closed.

The Technical School at Mandalay has, I am sorry to say, been closed. It is just possible the Roman Catholic Mission in Upper Burma may open another school later on.

The *S. P. G. Mission at Shwebo* keeps up a good school for weaving.

A. B. M. Bghai-Karen School, Toungoo.—This institution shows some progress. The following are the results of the year's work:—

Subject.	Passes.		
	IV.	V.	VI.
Printing	4	1	1
Book-binding	3	2	1
Smithing	2	...	...
Carpentry	7	...	...
Total ...	16	3	2

The printing and book-binding departments maintain their reputation for neat and useful work.

In the carpenters' and smiths' shops the attendance has improved, 11 and 7 students respectively having put in the necessary attendances. Only 7 carpenters and 2 smiths were, however, present for the examination, which fell rather late in the season. Improvement may be looked for in these departments, as the hands appear interested in their work, and begin to see that their labour can be turned to practical account, but some additional plant is necessary to enable them to do themselves justice.

A more systematic organization, improved arrangements, and more "method" would greatly tend to promote good work here.

(*b*) *Kindergarten and Slöjd.*

64. *Kindergarten.*—The average attendances at the various classes were as follows:—

School.	First year.	Second year.
St. Mary's S. P. G. School, Rangoon	4	...
Diocesan Girls' School	13	...
Methodist Episcopal Girls' School	10	16
St. John's Convent, Rangoon	...	...
Baptist College, Alôn	10	13
A. B. M. Girls' School, Kemmendine	13	19
A. B. M. Tamil and Telugu Schools, 73, Dalhousie street	21	...
A. B. M. Pwo-Karen School, Bassein	...	...
Government Normal School, Moulmein	...	...
A. B. M. Girls' School, Moulmein	5	5
Total ...	76	53

Good work has been done in nearly all these institutions.

In the *Diocesan Girls' School* Kindergarten class the numbers are rapidly increasing.

The attendance at the *Methodist Episcopal Girls' School* and *Kemmendine Girls' School* also shows improvement. The teachers deserve commendation for their earnest, patient work.

St. John's Convent still maintains a fairly good class. A little more energy might, however, be infused into the lessons, and the children should be kept better employed and under more careful supervision.

A very good beginning has been made in the *A. B. M. School, 73, Dalhousie street*, with Tamil, Telugu and Urdu children. The exercises are done with great zeal, and the general tone of the school reflects the greatest credit on Miss Armstrong, who has successfully overcome many difficulties in establishing and maintaining such a school.

The *A. B. M. Pwo-Karen School, Bassein*, was unable to present any pupils this year.

The classes in the *Baptist College* were good.

In Moulmein work has been steadily carried on in the *Government Normal* and *Morton Lane School* classes.

In Upper Burma a commencement has been made at *St. Joseph's Convent, Mandalay*, but as the apparatus is incomplete and no competent trained teacher has been appointed to this branch, little or no progress is shown.

Miss Ayres, a specially trained Kindergarten teacher of the *A. B. M. Girls' School, Mandalay*, intended starting classes this year, but unfortunately her health broke down and she has had to return to America. I trust that Miss Fredricksen, the new superintendent, whose work in connection with Kindergarten is well known, will see her way to take up the work.

Slöjd.—Steps are being taken to introduce this system in connection with the Government Normal School, Moulmein.

(*c*) *Vocal Music.*

65. The *Sgaw-Karen High School, Bassein*, presented pupils in all standards for the Tonic Sol-fa notation and Standard VII alone failed. Progress has been made in class singing during the year, but there is still much room for improvement.

In the *Cantonment School, Moulmein*, commendable proficiency was shown in Sol-fa singing.

The following table shows the passes :—

School.	I and II.	III and IV.	V, VI and VII.
A. B. M. Sgaw-Karen School, Bassein	64	121	63
Cantonment School, Moulmein	13	14	...
St. Joseph's Convent, Mandalay	50	103	...
Total ...	127	238	63

(*d*) *Schools of Art.*

66. Drawing has been taken up in nearly all the Municipal schools, but by very few private schools. The results are an improvement on those of last year. Up till now free-hand alone has been taught, except in the Municipal School, Pegu, where "drawing to scale" and plane geometry had been taught with considerable success. All schools will now be required to conform to the Drawing standards as laid down in the Code.

In the Vernacular schools under Burmese management no attempt has yet been made to take up this interesting subject. The teachers themselves are unable to instruct their pupils. A scheme has been submitted to establish Drawing classes for Vernacular and Anglo-Vernacular teachers, and to issue certificates of proficiency, in the hope that this will lead to instruction being given in Vernacular schools in this subject, for which Burmese boys have considerable aptitude.

The following table shows the results of the year's examination :—

Name of school.	Number passed.				
	III.	IV.	V.	VI.	VII.
Moulmein High School	25	24	26	33	23
Municipal School, Shwegyin	16	6	6	7	4
Municipal School, Tavoy	17	13	12	7	6
Municipal School, Mergui	13	13	10	9	3
Akyab High School	28	29	23	13	6
Municipal School, Kyaukpyu	12	12	9	2	1
Municipal School, Sandoway	20	8	4	4	4
Municipal High School, Bassein	13	24	14	13	6
Municipal School, Ngathainggyaung	3	5	...	...	...
Municipal School, Henzada	17	4	11	1	5
Municipal School, Yandoon	9	35	10	10	2
Rangoon Collegiate School	128*	130*	107*	82*	22
Municipal School, Prome	17*	18*	16*	20*	5
Municipal School, Paungdè	7*	14*	7*	10*	1
Municipal School, Pegu	27*	23*	21*	10*	2
A. B. M. Burmese School, Henzada	...	...	1	...	...
A. B. M. Karen School, Henzada	...	5	8	2	5
A. B. M. Burmese School, Bassein	10	8	...	...	...
St. Paul's High School, Rangoon	57	5	...	...	...
Diocesan Boys' School, Rangoon	...	...	...	...	1
Baptist College, Alôn, Rangoon	16	18	13	12	15
St. Andrew's S. P. G. School, Thayetmyo	...	...	3	2	...
A. B. M. Boys' School, Mandalay	...	...	...	...	3
St. Joseph's Convent, Mandalay	...	2	...	...	...
Total ...	435	396	301	237	114

(*e*) *Drill.*

67. Drill is carried on with more or less vigour in all Municipal and in a few registered Aided schools, among which Maduray Pillay's High School and the Cantonment School, Rangoon, St. Joseph's School, Thônzè, the A. B. M. Burmese School, Bassein, and St. Andrew's S. P. G. School, Thayetmyo, have acquitted themselves well.

* Drawing was examined in these schools as a class subject and individual passes were not given.

(*f*) *Calisthenics and Musical Drill.*

68. At the Diocesan Girls' School and Methodist Episcopal Girls' School, Rangoon, the A. B. M. Girls' School, Kemmendine, and A. B. M. School, Mandalay, these exercises have been introduced and are carried on with commendable energy and success. I should like to see this more largely introduced.

C.—Professional Schools.

(*a*) *Law.*

69. This school has been noticed in Section III.

(*b*) *Engineering.*

70. The Engineering School has been at work during the year. There were 10 students distributed as follows:—

	Students.
Upper Subordinates	4
Lower Subordinates	6

Steady good work both in the class-room and field has been done.

The annual examination was conducted by Mr. Hoyne-Fox, Mr. C. Jones, and Maung Po Thaing and myself. The former took the professional subjects and I took the Mathematics. Four students passed the Upper Subordinate test and 6 the Lower Subordinate one.

(*c*) *Medical.*

71. The Dufferin Maternity Hospital under Miss Forbes, the Resident Medical Officer, and her assistants, has done good work. At the close of the year there were 22 pupils under tuition and residing at the hospital. Of these, 3 are Eurasians, 5 Burmese, and 14 Karens.

Since the opening of the institution in 1888, 88 women have been trained in midwifery, sick-nursing and vaccination, consisting of 5 Europeans, 19 Eurasians, 31 Burmese, 31 Karens, and 2 Shans.

During the year 11 pupils passed the examination in midwifery and 17 in sick-nursing. Of the former who have completed their training and left the institution to practise their calling, 2 were Europeans, 4 Eurasians, 4 Burmese, and 1 Karen.

The Annual Report states—

"Though there has been nothing of unusual importance to record during the year, the Committee has the satisfaction of noting that there has been steady progress towards the objects which this branch has in view."

It is very satisfactory to remark that the number of Burmese in-patients and midwifery cases in the hospital exceeds that of former years.

Of the in-patients 27 were Europeans, 106 Eurasians, 131 Burmese, and 271 natives of India. It would be well if the Honorary Secretary in his next report gave some information of what becomes of the pupils when they have passed out. A table showing how they are employed is necessary.

Of the Hospital Assistant scholars who joined the Madras School 2 passed. The male and female students in Calcutta have all done well.

Maung Tha Hla, Medical pupil, Calcutta, died in June 1895; hence there was only one male student in the College at the close of the year. One female student, Miss Philips, passed during the year and obtained employment in India.

The following table shows the number of Medical scholars, and the schools they are at:—

		Pupil.
Calcutta Medical College	Male	1
	Females	3
Madras Auxiliary Medical School		4
Attending hospitals in the province for the pre-collegiate school ...		6
	Total ...	14

(*d*) *Mechanical Engineering.*

72. Sixty-seven lads were under training as indentured apprentices in the Railway Workshops at Insein; 33 were Europeans and Eurasians, 13 Karens, 16 Burmans, and 5 Madrasis.

There are 27 European apprentices in receipt of stipends from the European Stipend Board. They are at work in the following places :—

	Pupils.
Dalla Dockyard	3
Railway Workshops, Insein	14
St. Peter's Technical Institute, Bassein	6
Municipal Workshops, Rangoon	1
Irrawaddy Flotilla Dockyard, Mandalay	1
Bombay-Burma Trading Corporation's Saw-mill, Moulmein	1
Locomotive and Carriage Department Workshop, Yawtaung ...	1
Total ...	27

There was an average attendance of 17 lads in the Technical class in connection with the Railway Workshops at Insein.

(*e*) *Commercial Instruction.*

73. A special school for training in these subjects has been opened in connection with Maduray Pillay's School. It will be noticed in next year's report.

The Rangoon "Teachers' Association" hope to take up the question of arranging for classes as well.

(*f*) *Pali.*

74. The first examination under this scheme will be held in June at Rangoon and Mandalay, and all the arrangements have been made for it.

A large number of candidates, chiefly monks, have entered, and we have had the hearty support and assistance of the monks and of Burmese laymen both in Upper and Lower Burma. The scheme is popular. A certain number of women applied as well to enter, but the question of admitting them has been put off for a while. A further report on this will be given next year.

SECTION VII.

FEMALE EDUCATION.

75. The following are the statistics for Female education for Upper and Lower Burma :—

Name of school.	1894-95.		1895-96.	
	Schools.	Pupils.	Schools.	Pupils.
UNDER PUBLIC MANAGEMENT—				
Maintained by the department	3	83	4	77
Maintained by Municipal Boards	1	124	1	120
UNDER PRIVATE MANAGEMENT—				
Anglo-Vernacular schools registered under the Grant-in-Aid Rules	20	*1,511	21	1,533
Aided Indigenous Vernacular schools	103	2,691	126	2,505
Unaided Indigenous Vernacular schools	45	579	38	591
Total ...	172	4,988	190	4,826
Boys' schools to which girls are admitted	1,469	20,221	1,475	19,923
Private institutions for Indigenous instruction	501	2,117	562	2,889
GRAND TOTAL ...	2,142	27,326	2,227	27,638

* Erroneously shown as 1,096; should be 1,511.

In Lower Burma the number of girls' schools maintained by the department has increased from 3 to 4. There has been a falling off of 7 per cent. in the number of pupils attending these schools.

The number of grant-in-aid girls' schools has increased from 16 to 18, but there has been a slight falling off in the number of pupils attending private schools. The number of Vernacular registered girls' schools and the number of girls attending these schools have both increased. The number of private girls' schools has decreased, as also has the number of girls attending private schools. On the whole, the total number of institutions for girls only has increased 12 per cent. and the number of pupils attending these institutions has diminished 5 per cent.

Boys' schools where girls attend have increased 7 per cent. and girls attending mixed schools have increased slightly.

With regard to Vernacular instruction there has been a falling off in the number of Karen girls attending mixed schools (the reasons are given in Section V), and an increase in the number of Burmese girls attending mixed schools.

Among the Burmans a great need is felt for schools for girls only in many districts, especially Akyab, where parents refuse to send their girls to mixed schools. Provision is being made in Akyab town for starting a good girls' school under a Certificated mistress. It has been tried before, but the people will not support such a school. Among the Karens we find some of the best teachers are Karen girls, and in many cases the schools are entirely under female management. A good Vernacular Karen Normal school is much needed. At present all the teachers among the Karens come from the Anglo-Vernacular Karen schools. The number of passes gained by girls has increased in almost all districts.

There has been a falling off in the number of girls attending Normal schools and also in the number of girls attending Kindergarten classes.

In Upper Burma, Anglo-Vernacular schools registered under the Grant-in-Aid Rules for girls have decreased by one by the closing of the Church of England School, Mandalay, but the number of pupils has increased by 28.

Aided Indigenous Vernacular schools have decreased by 5 and pupils by 260.

Unaided Indigenous Vernacular schools have decreased by 21 and pupils by 280.

The grand total shows an increase of 85 schools and 312 pupils.

76. The following statement shows the number of girl pupils who have passed the several standards in the various schools :—

Class of school.	B. A.		F. A.		Entrance (Standards VIII & IX).		Middle stage (Standards V, VI and VII).		Upper Primary stage (Standards III and IV).		Lower Primary stage (Standards I and II).	
	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.
Government and Municipal.	...	1	1	1	1	...	2	...	12	6	24	40
Registered Grant-in-Aid schools.	...	...	...	...	21	33	167	168	217	327	349	399
Burmese Indigenous ...	...	...	...	...	...	...	74	62	423	523	4,259	4,942
Karen Indigenous ...	...	...	...	...	..	...	21	39	260	297	1,020	1,218
Mahomedan Indigenous	...	...	...	...	...	...	...	...	10	7	39	58
Tamil Indigenous ...	...	...	...	...	...	...	...	...	10	8	59	86
Total ...	...	1	1	1	22	33	264	269	932	1,168	5,750	6,743

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *Europeans.*

77. The following statement shows the number of schools attended by European pupils only and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March					
			1894-95.			1895-96.		
	1894-95.	1895-96.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—								
Aided for boys. High schools ...	1	1	176	...	176	195	...	195
Aided for boys. Middle schools	2	1	42	36	78	26	22	48
Total ...	3	2	218	36	254	221	22	243
Aided for girls. High schools ...	6	6	185	715	900	217	699	916
Aided for girls. Middle schools	5	6	93	128	221	109	143	252
Total ...	11	12	278	843	1,121	326	842	1,168
Total Secondary Schools ...	14	14	496	879	1,375	547	864	1,411
PRIMARY SCHOOLS—								
For boys	1	...	5	6	11	...	...	...
For girls	2	1	9	45	54	...	33	33
Total Primary Schools ...	3	1	14	51	65	...	33	33
SPECIAL SCHOOLS—								
For boys	...	...	...	...	...	...	...	...
For girls	3	4	41	82	123	40	59	99
Total Special Schools ...	3	4	41	82	123	40	59	99
GRAND TOTAL ...	20	19	551	1,012	1,563	587	956	1,543

Schools have decreased by one and pupils by 20.

There is a decrease of one Middle school for boys consequent on the closing of St. Mark's School, Akyab.

Middle schools for girls have increased by one owing to the Railway School, Yamèthin, having been raised to the middle grade and shown as a girls' school, owing to the majority of the pupils in it being girls.

Primary schools for boys have decreased by one owing to the Railway School, Yamèthin, having been raised to the middle grade and shown as a girls' school.

Primary schools for girls have decreased by one owing to the closing of the Church of England School, Mandalay.

Special schools for girls have increased by one owing to the opening of a Kindergarten Department in the Diocesan Girls' High School, Rangoon.

Although two schools have disappeared from the list, one is counterbalanced by the opening of a Kindergarten Department in the Diocesan Girls' High School.

78. In the following schools European pupils are specially provided for. The figures shown against each school represent the number of pupils of all races, including Europeans, in attendance on the 31st March :—

	Pupils.
St. John's Convent, Rangoon	215
Episcopal Methodist Girls' High School, Rangoon	202
Diocesan Girls' High School, Rangoon	90
Diocesan Boys' High School, Rangoon	195
Old Convent (English), Rangoon	59
St. Philip's School, Rangoon	48
Bishop's Home School, Rangoon	33
Episcopal Methodist Girls' High School (Kindergarten Department), Rangoon	23
St. John's Convent (Kindergarten Department), Rangoon ...	32
St. John's Convent (Normal School Department), Rangoon ...	24
English Girls' High School, Moulmein	82
Cantonment School, Moulmein	41
St. Joseph's Convent, Moulmein	128
St. Matthew's School, Moulmein	23
St. Anne's Convent, Akyab	71
St. Joseph's Convent, Mandalay	199
American Baptist Mission European and Eurasian Girls' School, Mandalay	45
Railway School, Yamèthin	13
Diocesan Girls' High School (Kindergarten High Department), Rangoon	20
Total ...	1,543

Of the foregoing 1,543 pupils, 1,432 are Europeans and Eurasians; the remaining 111 are made up of 22 Native Christians, 7 Hindus, 14 Mahomedans, and 68 Buddhists.

Schools which are open to all races, but which are largely attended by Europeans, are the St. John's College, S. P. G., Rangoon, 96 pupils; St. Paul's High School, Rangoon, 287; and St. Patrick's, Moulmein, with 89 pupils. These account for the majority of the 670 pupils attending schools open to all races.

79. The following table shows the cost of European education in the 19 schools maintained for Europeans only :—

Heads of expenditure.	1894-95.		1895-96.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net)	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	21,982	75,544	22,459	1,02,852
Primary education	613	5,063	639	3,882
Special education	2,372	3,967	3,052	5,113
Scholarships	1,465	1,465	2,056	2,056
Building	11,150	22,300	...	...
Superintendents	...	9,904	...	12,334
Furniture and apparatus (special grants only) ...	300	855	450	900
Miscellaneous	...	2,838	...	1,062
Total ...	37,882	1,21,936	28,656	1,18,199

The following table gives the particulars according to the stages of instruction for the 15 Secondary and Primary schools open to Europeans only.

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Remarks.		
												Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Aided — English	...	2	243	15	...	15	68	5	73	85	6	91	53	11	64	...	...	...	221	22	243
For Boys — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Total	...	2	243	15	...	15	68	5	73	85	6	91	53	11	64	...	...	...	221	22	243
For Girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Aided — English	...	12	1,168	3	50	53	26	231	257	81	268	349	216	293	509	...	...	...	326	842	1,168
For Girls — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Total	...	12	1,168	3	50	53	26	231	257	81	268	349	216	293	509	...	...	...	326	842	1,168
Total Secondary Schools	...	14	1,411	18	50	68	94	236	330	166	274	440	269	304	573	...	...	...	547	864	1,411
Primary Schools—																				
For Boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Aided	...	1	33	...	...	...	...	...	...	16	16	...	17	17	...	...	...	...	33	33
For Girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Total	...	1	33	...	...	...	...	...	...	16	16	...	17	17	...	...	...	...	33	33
Total Primary Schools	...	1	33	...	...	...	...	...	...	16	16	...	17	17	...	...	...	...	33	33
GRAND TOTAL	...	15	1,444	18	50	68	94	236	330	166	290	456	269	321	590	...	...	...	547	897	1,444

80. The following table shows the number of passes under all standards gained by European pupils during the past two years :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds.	
	Europeans only.		All races.			
	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.
B. A.	...	...	1	3	1	3
F. A.	...	...	8	2	8	2
IX. Entrance	14	10	19	4	33	15
VIII	22	30	20	15	42	45
VII	50	41	19	30	69	72
VI } Middle ...	68	49	22	8	90	75
V	55	66	18	27	73	93
IV	75	85	9	25	84	110
III } Upper Primary ...	97	144	41	75	138	219
II	99	142	42	65	141	270
I } Lower Primary ...	111	152	26	28	137	190
Total ...	591	719	225	282	816	1,094

Standards I, II, and III were examined by the superintendents of the various schools. Standards IV, V, and VI were this year as last examined by the Inspectors.

The figures for Europeans show an increase of 21·7 per cent. and in schools which admit all races 25·3 per cent.

The Seventh Standard Examination was this year conducted by the Inspectors; the results show a falling off of 18 per cent. under the head Europeans only.

There is a slight increase in the number of B.A. passes, but a falling off of 75 per cent. in the F.A.

Entrance passes have decreased 28·6 per cent. in schools for Europeans and 79 per cent. in schools which admit all races. The decrease in the former is attributed to the Methodist Girls' High School, Rangoon, and St. Joseph's Convent, Mandalay, not having passed any pupils this year, and in the latter to fewer Europeans having been presented. On the whole the total result is better than that of last year.

(*b*) *Karens.*

81. During the year under report Vernacular education among the Karens has made considerable progress, full statistics of which will be found in Section V.

Anglo-Vernacular instruction has also made progress, the A. B. M. Karen School, Henzada, showing great progress.

(*c*) *Chins.*

82. The A. B. M. Chin School, Thayetmyo, still continues to do good work. Standard III was the highest reached during the year under report.

The A. B. M. School, Sandoway, continues to do good work. There are also a few branch Chin schools in this district which are steadily progressing.

(*d*) *Tamils and Telugus.*

83. Full particulars about Tamil and Telugu Vernacular schools are given in Section V.

With regard to Anglo-Vernacular instruction among the Tamils, the number of passes in the Middle standards remains about the same as last year. Two Tamil boys obtained Middle English scholarships.

The number of passes gained in the Upper and Lower Primary standards has increased.

The A. B. M. Tamil School, 73, Dalhousie street, is mainly responsible for this increase.

Maduray Pillay's, Lutheran Mission, St. Gabriel's S.P.G., and the A. B. M. School, Dalhousie street, are among the best Tamil schools.

(*e*) *Chinese.*

84. Children of this race desiring instruction, either Vernacular or Anglo-Vernacular, have no hesitation in attending existing schools.

In Mergui there are one or two little schools under Chinese teachers, where neither English nor Burmese is taught.

There is a special school for Chinese under the R. C. M. in Mandalay.

(*f*) *Talaings.*

85. As stated in the report for 1894-95, a Sub-Inspector, Maung Shwe Wa, had been engaged to visit the Talaing monasteries in the Amherst district with a view to ascertain what could be done to improve their teaching and bring it into harmony with the departmental system. Maung Shwe Wa has been energetic in moving about among the schools and making himself acquainted with their condition and requirements, but does not appear to have proved altogether acceptable to the monks, who seem to consider him imperfectly acquainted with their literature, and consequently do not receive him with full confidence. He will be shortly replaced by a more suitable man.

During the year no Talaing schools have been able to present any candidates for examination. That this is the case is not surprising in that —

(i) there are no suitable books available,
(ii) probably no teachers, even could books be obtained.

As soon as good Talaing Readers and an Arithmetic are published, with perhaps an elementary work on Agriculture, for Upper Primary classes, the field will be open for Itinerant teachers knowing Talaing, and progress may be looked for.

Many Talaing monks are reported to be interested in education and diligent in their work. They are greatly respected and their monasteries are attended by from 50 to 100 pupils, or in some places even more.

In the Amherst district, in 1894-95 there were found to be 93 schools (one lay school only included) with an attendance of 917 pupils. In the year under report the Sub-Inspector has registered several new schools, and the number has risen to 127. The schools in Gyaing-Ataran, Zaya, Bilugyun, Wagaru and Yè have been visited during the season of lent, when the attendance was found to be 2,697. The schools are thus distributed :—

Amherst district.	Schools.		Pupils.	
	1894-95.	1895-96.	1894-95.	1895-96.
Township.				
Gyaing-Ataran	24	29	356	590
Zaya	30	40	177	853
Bilugyun	22	22	300	457
Wagaru	10	15	49	288
Yelamaing	7	21	35	509
Total ...	93	127	917	2,697

In the Thatôn district Talaing schools (all monasteries) are found in the Gyaing-Thanhlwin, Martaban, and Thanhlwin-Hlaingbwè townships only. Elsewhere there are none. In Thatôn itself there are few Talaings, and though in this township and also in Pagat they are more numerous, they are scattered about and mixed with the Burmese, their children speaking Burmese and attending Burmese schools. Several of the monks are said to be interested in teaching and ac-

quainted with the Government system, but opposed to existing books as being of too Christianizing a nature. The schools are as below :—

Thatôn district.	Schools.		Pupils.	
	1894-95.	1895-96.	1894-95.	1895-96.
Township.				
Thatôn town	...	...	...	...
Thatôn township	...	...	...	...
Salween-Hlaingbwè	1	1	14	15
Gyaing-Salween	14	22	241	424
Martaban	14	14	320	336
Pagat	...	...	...	...
Total ...	29	37	575	775

(*g*) *Kachins.*

86. The A. B. M. Kachin School, Bhamo, continues to do good work.

(*h*) *Manipurians.*

87. The children of this class of the community attended Burmese schools and have no special schools of their own.

(*i*) *Shans.*

88. No Shan schools have as yet been registered.

(*k*) *Mahomedans.*

89. Of the Mahomedans attending Vernacular schools full statistics are given in Section X.

With regard to those attending Anglo-Vernacular schools, the majority attended the ordinary Burmese Anglo-Vernacular schools.

An Urdu Anglo-Vernacular school has just been opened in Rangoon and graded up to the Fourth Standard. The number of pupils attending this school is rapidly increasing.

SECTION IX.

PRIVATE SCHOOLS.

Eastern Circle.

90. In Moulmein town there is a very slight decrease of schools and pupils.

The Amherst district has lost both schools and pupils by the transfer of some townships to the new district of Thatôn, which starts with the large number of 298 schools, with 5,289 pupils in attendance, contributed by Amherst and Shwegyin districts.

Of the remainder formerly belonging to the latter district, some have been included in Pegu district and the others in Toungoo district, where, though private schools have become rather more numerous, a satisfactory decrease in attendance is shown.

In both the Amherst and Thatôn districts there are a number of Talaing schools, some of which may be expected to come on the public school list as soon as suitable text-books are procurable for the pupils' use.

In Tavoy, schools and pupils show a pleasing falling off in numbers. It is hoped that with the assistance of the Itinerant teachers several will be found fit for the public list during the coming year.

Mergui district has fewer schools, but rather more pupils, on the list than in 1894-95.

In the Salween district there is practically no change to report.

The number of private schools will be large for some time. Monastic schools are to a great extent the cause of the constant fluctuation in the number of private schools. Very slight reasons are sufficient for a pôngyi to suspend secular teaching altogether for a year. The Deputy Inspector of Schools frequently reports that owing to illness the pôngyi has ceased to teach, or owing to a pôngyibyan being in progress in the neighbourhood no work has been done, or again the school is closed owing to the pôngyi having left the place. The last reason is very common, pôngyis being very unsettled. "How often do I find" writes the Inspector of Schools, Central Circle "that a once good monastic school "has ceased to be a public school because the pôngyi has gone away and his place "taken by another, who objects on religious grounds to teach secular instruction, "or is too ignorant or lazy to do it. A school which once disappears from the "public school list very seldom re-appears. It is quite different with lay schools, "whose managers depend upon the success of their school for their livelihood. "These schools rarely disappear without good reason."

The number of pupils also must always fluctuate owing to the uncertain attendance in monastic schools. Schools which have as many as 40 pupils in the rainy season will be found in the dry season with half a dozen boys or even fewer. A difference of a month in the time of the annual inspection is certain to affect the numbers. Many pôngyis complain that their schools are not inspected in the rains, when they have a large number of pupils. To do this might be possible, but would entail much harder work on the Deputy Inspector of Schools. It might be possible to visit all monastic schools which are certain to present pupils during the rains, and making at the same time a non-rewarding inspection of all other schools. These latter could then be examined during the remaining months of the year, while the monastic schools already examined might be visited a second time for inspection merely.

The new system of Itinerant teachers will, it is hoped, do much to bring monastic schools on to the public school list. They will certainly do a great deal towards effecting this in the case of lay schools whose managers are unable to conform to the rules of the Education Code from want of assistance. It is most desirable that every village should possess a school even although it should only contain Standard I, and towards this end the efforts of the Itinerant teacher will be specially directed. More satisfactory and lasting results are likely to be obtained from such schools than from monastic schools, which, as I have stated, are subject to many external influences. That the Itinerant teacher can in a very short time produce excellent results in Standard I has been proved by the fact that one week's assistance from one of these teachers was sufficient in two cases which came under the observation of the Inspector of Schools, Central Circle, to raise the school from a private school to a public school earning a very creditable grant. If such cases are paralleled in other schools, most encouraging results will be obtained.

The "Itinerant Teachers" system is capable of producing excellent results if properly and efficiently carried out.

91. In Rangoon town there is a slight decrease in schools and pupils.

Central Circle.

92. Hanthawaddy and Pegu districts must be taken together because of the transfer of two important townships from the one to the other. Of the total number of schools in Hanthawaddy, 168 were added from Pegu, thus leaving a net increase of 33. This is accounted for by increases in the attendance at monastic schools in Kungyangôn and Tuntè townships, which this year were inspected during the rains. In the Pegu district there still are a great many monastic schools unrecognized.

There are also three private English schools at Tuntè, Insein, and Thôngwa respectively.

The Tharrawaddy district shows an increase of 22 schools, due to new schools being brought on the list which formerly had no pupils at all.

Prome district shows an increase of 21 schools arising from the discovery of 23 new schools and from 34 other kyaungs having pupils which formerly had none

Western Circle.

93. In the Akyab district private schools and pupils attending these schools have both increased owing to the very large number of private schools in this district, both Burmese and Mahomedan. There is a large field of work for Itinerant teachers.

The Kyaukpyu district shows a slight falling off in the number of schools, but pupils have increased.

In the Sandoway district schools remain about the same, but pupils have increased.

In the Thôngwa district schools have increased, but pupils decreased.

In the Bassein district schools have decreased and pupils slightly decreased.

In the Myaungmya district both schools and pupils have decreased owing to many private schools becoming public.

In the Henzada district schools remain about the same, but pupils have diminished.

94. The following statement gives the statistics of the schools for the past two years:—

District.	Total schools, 1894-95.	Schools, 1895-96.									Total schools, 1895-96.	Total pupils, 1894-95.	Pupils, 1895-96.								Total pupils, 1895-96.
		European.	English.	Burmese.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Talaing.	Manipurian.			Europeans and Eurasians.	Native Christians.	Burmese.	Karens.	Mahomedans.	Shans.	Chinese.	Hindus.	Talaings.	
Akyab	409	...	3	260	...	179	...	...	...	...	442	5,170	1	...	3,542	...	2,123	...	...	1	...	5,667
Kyaukpyu	189	...	...	187	...	...	...	...	...	...	187	1,636	...	...	1,688	...	13	...	...	...	...	1,701
Sandoway	64	...	...	65	...	...	...	...	...	...	65	860	...	...	906	...	...	...	...	...	...	906
Arakan Hill Tracts	2	...	...	4	...	...	...	...	...	...	4	28	...	...	73	...	...	...	...	...	...	73
Rangoon	181	...	3	165	...	4	7	...	...	...	179	2,382	7	5	1,847	3	341	...	...	69	...	2,272
Hanthawaddy	174	...	3	358	3	...	11	...	...	...	375	1,649	13	10	3,789	45	...	..	..	105	...	3,962
Pegu	337	..	...	282	14	...	...	...	...	...	296	3,633	...	...	3,367	174	...	...	...	...	...	3,541
Tharrawaddy	82	...	...	97	7	...	...	...	...	...	104	919	...	...	1,113	119	...	...	...	...	...	1,232
Prome	439	...	...	459	...	1	...	...	...	...	460	6,584	...	16	6,767	1	34	...	...	5	...	6,823
Thôngwa	259	...	...	246	28	2	...	...	...	...	276	3,425	...	106	2,709	355	23	...	...	...	...	3,193
Bassein	265	...	1	233	20	1	...	...	...	...	255	3,201	13	4	2,902	329	40	...	...	...	...	3,288
Myaungmya	132	...	...	103	21	...	...	...	...	...	124	1,575	...	...	1,208	163	...	...	...	...	...	1,371
Henzada	368	...	...	357	10	...	...	...	...	...	367	5,182	...	...	4,611	90	...	...	...	...	...	4,701
Moulmein	63	...	...	50	...	7	3	..	...	...	60	603	...	...	352	...	92	...	...	31	...	475
Amherst	389	...	...	77	31	...	...	...	127	...	235	4,390	...	...	993	339	...	...	...	...	2,697	4,029
Thatôn	...	...	...	173	87	1	...	...	37	...	298	...	..	...	3,055	1,430	7	22	...	...	775	5,289
Shwegyin	194	...	...	...	...	...	...	...	...	...	...	3,875	...	...	...	...	...	...	...	...	...	...
Toungoo	253	...	...	234	20	9	...	...	...	...	263	4,131	...	307	2,894	11	101	...	...	35	...	3,348
Tavoy	183	...	...	177	...	2	...	...	...	...	179	3,318	...	...	3,041	5	36	...	...	...	...	3,082
Mergui	96	...	...	73	...	9	...	...	...	...	82	1,581	...	...	1,460	23	127	...	...	1	...	1,611
Salween	12	...	...	...	12	...	...	...	...	...	12	224	...	...	...	225	...	...	...	...	...	225
Thayetmo	287	...	...	273	...	..	...	...	...	...	273	2,704	...	...	2,741	...	...	...	...	...	...	2,741
Total Lower Burma	4,378	...	10	3,873	253	215	21	...	164	...	4,536	57,130	34	448	49,058	3,312	2,937	22	...	247	3,472	59,530
Mandalay	1,437	...	2	1,376	...	34	1	1	...	9	1,423	9,565	...	...	8,870	...	978	...	29	130	...	10,007
Bhamo	46	...	...	49	...	...	...	...	...	...	49	474	...	...	554	...	...	...	...	...	...	554
Katha	81	...	...	102	...	...	...	...	...	...	102	1,128		...	1,130	...	...	...	...	...	...	1,130
Ruby Mines	50	...	...	50	...	...	...	...	...	...	50	627	...	...	503	...	...	...	...	...	...	503
Shwebo	366	...	...	630	...	...	...	...	...	...	639	2,266	...	...	4,370	...	...	...	...	...	...	4,370
Ye-u	222	...	...	...	...	...	...	..	...	..	...	1,857	...	...	...	...	...	...	...	...	...	...
Myitkyina	...	...	...	18	...	...	...	...	...	..	18	...	...	...	149	...	...	...	...	...	...	149
Sagaing	730	...	...	639	...	...	...	...	...	...	639	5,734	...	...	3,187	...	...	...	...	...	...	3,187
Lower Chindwin	507	...	...	535	...	...	...	...	...	...	535	4,593	...	...	4,723	...	...	...	...	...	...	4,723
Upper Chindwin	157	...	...	151	...	...	...	...	...	...	151	1,042	...	...	1,098	...	...	...	...	...	...	1,098
Pakokku	366	...	...	306	...	...	...	...	...	...	306	2,391	...	...	2,468	...	...	...	...	...	...	2,468
Minbu	436	...	1	405	...	...	...	...	...	...	406	3,990	...	...	3,549	...	...	...	...	...	...	3,549
Magwe	550	...	...	520	...	...	...	...	...	...	520	7,463	...	...	6,151	...	...	...	...	...	...	6,151
Kyaukse	366	...	...	356	...	7	...	...	...	...	363	1,941	...	...	1,831	...	104	...	...	...	...	1,935
Meiktila	443	...	...	441	...	1	...	...	...	...	442	5,043	...	...	4,881	...	17	...	...	...	...	4,898
Yamèthin	147	...	2	145	...	...	...	..	...	...	147	1,248	...	...	1,187	...	...	...	...	...	...	1,187
Myingyan	269	...	...	513	...	...	...	...	...	...	513	4,619	...	...	4,811	..	...	...	...	...	...	4,811
Total Upper Burma	6,173	...	5	6,245	...	42	1	1	...	9	6,303	54,881	...	...	49,462	...	1,009	...	29	130	...	50,710
Grand Total	10,551	...	15	10,118	253	257	22	1	164	9	10,839	112,011	34	448	98,520	3,312	4,036	22	29	377	3,472	110,250
Increase	...	...	...	...	...	...	...	...	...	...	288	...	...	...	...	...	...	...	...	...	...	...
Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,761

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

95. The Text-Book Committee met regularly. In addition to these meetings, there have been weekly meetings of the Sub-Committee appointed for the preparation of the Burmese Grammar. This work is now nearly ready and my thanks are due to Mr. Lonsdale, the Editor, on whom has fallen the burden of preparing the Grammar, a work to which he has brought much research, a very intelligent grasp of the subject, and untiring industry. He has been greatly assisted by Bishop Cardot, the Revd. Dr. Cushing, and Mr. Hla Aung, who have never missed a meeting. Mr. Taw Sein Kho was also on the Sub-Committee, but pressure of work compelled him to resign.

96. The Editorial staff commenced its year of work by continuing the translation of the remaining portion of the first volume of Kraus Bœtte's "Kindergarten Guide." The translation is finished and is now under revision.

The translation of Morris' text-book on the "Teaching of Drawing," to which allusion was made in last year's report, was taken in hand in July. The work is almost finished, there remaining only six pages to be done. The book contains twelve chapters, six of which have been revised. This text-book, which is an admirable one, will prove to be of real service to the Burmese teachers, especially under the new scheme for the Teachers' Drawing certificates. Most of them at present know absolutely nothing of how to teach the subject.

97. Just a little before this work was undertaken, a call was made for an authorized edition of the Vessentrâ Jataka Vatthu, a text-book prescribed for the Seventh, Eighth and Ninth Standards. This was taken in hand at once and completed about the middle of the year. This edition differs from those that have gone before in that it is divided into chapters and is supplemented by copious notes.

98. Besides the works mentioned above, the following were undertaken during the year, namely,—

(i) The preparation and printing of the list of terms used in Arithmetic, Algebra, and Geometry. This has been completed.
(ii) The printing of the second edition of Fowler's "School Discipline and Instruction" in Burmese. This is still in the press.
(iii) The printing of Martini's "Hand-book of Agriculture" in Burmese. This is nearly finished.
(iv) The reprinting of "Way to Health." Completed.
(v) The reprinting of "Chauksaungdwè." Commenced in March 1895 and completed in July 1895.
(vi) The revision and printing of the Burmese edition of the Education Code. Nearly completed.

99. The following works submitted to the Text-Book Committee for approval were reported on:—

(i) Maung Tha Hto's "Burmese copy-books."
(ii) Maung Waik's "Burmese Language Explained."
(iii) "Royal Burmese copy-book," by Mr. J. Stuart.

100. I am glad to be able to testify again to the very good work done by Mr. Lonsdale, the Editor, and his assistants. Yeo Wun Sin, the Assistant Translator, is a capable man and has done good work; he officiated for Mr. Lonsdlae when he was on leave. Maung Thein Maung was granted a year's leave without allowances. His place was efficiently filled by H. Leng Ngee, the Second master of the Municipal school at Pegu. Aung Bwa, the First Translator, and the two Sayas Maung Gyi and Maung Ba, likewise have been very diligent.

101. Some English publishers have been very anxious to bring out in English and in Burmese a set of text-books in Arithmetic, Algebra, Euclid and Geography suited to the curriculum laid down in the Code for the various standards. I have entered into arrangements with them, and hope shortly to have a complete set ready. The advantage to the schools, Vernacular and

Anglo-Vernacular, will be very great. The work has been undertaken for them by experts in the various subjects, and the translation will be done by the Text-Book Committee.

102. Messrs. Macmillan and Company have been asked for, and I feel sure they will consent to, an adoption of one of their sets of Elementary Science Readers and their translation into Burmese, for adoption in the Normal and Indigenous schools of the province, under the new scheme framed at the Conference held by Sir E. Buck, K.C.S.I., and accepted by the Government. A committee consisting of the Director of Public Instruction as President, and the Reverend Dr. Hicks, Mr. M. Hunter, M.A., Mr. A. E. Potter, M.A., B.SC., and Mr. W. G. Wedderspoon, M.A., B.L., as members, is at work on this series.

103. Maps in Burmese are still a great want. I am, however, glad to say that certain private individuals have taken the matter up, and it is possible an English firm will do the same. I trust they will, because work in Indigenous schools has been greatly hindered by the want of maps.

SECTION XI.

CONCLUSION.

104. Under instructions from the Government of India we have tried to collect returns in connection with the boarding establishments and hostels in the province. There has been much difficulty, owing to its being the first time such a return has been prepared. Next year the work will be easier. The statistics are given in Table VIII.

105. I am sorry to have to point out that we have the greatest difficulty in getting the annual returns submitted punctually by school managers. The time fixed is the 15th April, and from many we do not get them till nearly the end of May, and some even in June. As the general tables required for the Report cannot be compiled till *all* returns are in, this delay makes it very hard to submit the Report punctually.

106. As to the recommendations of the Education Commission and of preparing special text-books having a direct bearing on conduct, either by means of precept or example, I do not think I need say more than refer to what I said in paragraphs 111 and 112 of last year's Report.

107. The change of Superintendent in my office has made a great change for the better in it. Mr. Jones is now acting for Mr. P. A. Maher, who has gone on leave. The question of retaining the latter is under consideration.

108. We have had much help from District Officers, and our relations with them and with all concerned and interested in education have been good.

RANGOON:
The 1st July 1896.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

APPENDICES.

GENERAL TABLE No. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1895-96.*

(For Details, see General Table No. III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
171,430	Towns ... 60 Villages ... 28,709 Total . 28,769	Males ... 3,887,156 Females 3,740,412 Total ... 7,627,568	Institutions ... For males ...	2	...	214	4,453	2	27	4,698	...	10,774	15,472	Institutions to number of towns and villages ... 54·68	
			Institutions ... For females	...	...	27	158	4	6	195	...	65	260		
			Total ...	2	...	241	4,611	6	33	4,893	...	10,839	15,732	...	
			Scholars ... Males ...	69	...	16,072	101,477	128	604	118,440	...	107,361	225,801	Male scholars to male population of school-going age ... 38·73	
			Scholars ... Females ...	3	...	4,738	20,006	77	115	24,939	...	2,889	27,828	Female scholars to female population of school-going age ... 4·96	
			Total ...	72	...	20,810	121,483	205	809	143,379	...	110,250	253,629		

GENERAL TABLE No. II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1895-96.*

(For Details, see General Table No. IV.)

Nature of expenditure	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Remarks.
	University education.		*School education, general.*		*School education, special.*											
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on public instruction.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... { For males	71,228	...	4,73,321	2,11,033	29,317	63,123	8,48,025	...	35,260	1,37,154	23,375	92,661	11,274	42,183	3,41,907	13,43,917	
{ For females	...	...	1,15,517	25,701	5,706	7,061	1,53,985										
Total ...	71,228	...	5,88,841	2,36,734	35,023	70,184	10,02,010	...	35,260	1,37,154	23,375	92,661	11,274	42,183	3,41,907	13,43,917	
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	9·76	...	17·69	8·64	6·19	8·46	50·74	...	6·64	23·79	4·40	7·18	0·50	6·75	49·26	100	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 39·52
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	12·58	79·47	...	...	92·05	...	...	7·22	...	·71	0·02	...	7·95	100	Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... 10·29
(*c*)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	62·45	31·42	...	0·03	93·90	...	...	●0·50	...	0·49	2·14	2·97	6·10	100	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ... 11·45
(*d*)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	5·30	...	·43·82	17·62	2·60	5·22	74·56	...	2·62	10·21	1·74	6·89	0·84	3·14	25·44	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... 17·73
																	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... 21·01
																	Total ... 100·0
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. { Cost to provincial revenues ...	797 6 2	...	16 10 11	...	153 12 0	55 7 6	66 8 6										
Cost to local and municipal funds	...	...	...	...	...	0 1 2	0 0 4										
Total cost ...	855 12 4	...	52 14 3	...	163 10 7	69 10 4	93 13 5										
Local fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds ...	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	5 9 9	...	...	...	5 9 9										
Cost to municipal funds ...	...	...	25 15 11	37 4 1	...	...	27 0 4										
Total cost ...	...	...	53 2 4	50 15 9	...	...	52 15 2										
Institution in Native States { Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ...	...	...	3 9 2	0 9 10	...	123 12 11	1 4 4										
Cost to local and municipal funds	...	...	3 11 7	2 0 6	...	...	2 5 9										
Total cost ...	1,733 10 8	...	23 15 9	3 0 10	...	374 7 1	7 8 7										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	797 6 2	...	4 7 9	0 6 0	153 12 0	61 5 7	1 14 1										
Cost to local and municipal funds	...	...	5 6 8	1 4 10	...	0 1 1	1 14 4										
Total cost ...	962 8 8	...	28 1 8	1 15 2	163 10 7	95 14 1	6 15 8										

GENERAL TABLE No. III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

	Class of institution.	Under public management.											
		Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
		Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1		2	3	4	5	6	7	8	9	10	11	12	13
	Arts Colleges.												
University Education.	English	1	63	65	60	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.												
	Law	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
	Total	1	63	65	60	...	...	...	...	...	...	...	...
	Secondary Schools.												
School Education, General.	For boys — High schools	2	1,144	1,179	1,006	3	637	660	536	...	...	...	...
	For boys — Middle do. English	...	...	...	...	12	1,191	1,131	967	...	...	...	...
	For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	Total	2	1,144	1,179	1,006	15	1,828	1,791	1,503	...	...	...	...
	Primary Schools.												
	For boys	...	...	...	...	2	73	72	58	...	...	...	...
	For girls	...	...	...	...	1	120	108	87	...	...	...	...
	Total	...	...	...	...	3	193	180	145	...	...	...	...
	Schools for Special Instruction.												
School Education, Special.	Training schools for masters	2	128	137	124	...	...	...	...	...	...	...	...
	Training schools for mistresses	4	77	77	73	...	...	...	...	...	...	...	...
	Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
	Law schools	1	8	11	8	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	22	505	445	393	...	...	...	...	...	...	...	...
	Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	9	221	213	169	...	...	...	...	...	...	...	...
	Total	38	939	883	767	...	...	...	...	...	...	...	...
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	41	2,146	2,127	1,833	18	2,021	1,971	1,648	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ...

Scholars in Burma for the official year 1895-96.

TUITIONS.

UNDER PRIVATE MANAGEMENT.																				
Aided by Government, or by Local Funds, or Municipal Boards.				*Unaided.*						NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.							
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	9	9	9	...	...	...	...	2	72	67	55	1	14	4	3	4	47	3	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	9	9	9	...	...	...	...	2	72	67	55	1	14	4	3	4	47	3	...	
9	2,623	2,705	2,237	...	...	...	...	14	4,404	4,394	206	4,437	758	371	267	311	2,697	105	...	
38	3,225	3,333	2,699	...	...	...	...	50	4,416	4,415	4	4,872	162	1,300	407	265	2,282	388	...	
150	9,790	9,790	9,790	...	...	...	...	150	9,790	...	3,596	10,987	...	1,453	13	256	8,068	2,617	...	
6	916	874	779	...	...	...	...	6	916	916	1	808	871	22	3	3	17	...	217	
8	418	415	365	...	...	...	...	8	418	418	1	339	202	53	4	11	148	...	150	
13	866	866	866	...	...	...	...	13	866	...	116	920	...	299	2	37	528	...	205	
224	17,838	17,983	16,736	...	...	...	...	241	20,810	10,143	3,924	22,363	1,993	3,498	696	883	13,740	3,110	572	
2,182	69,955	70,085	69,893	2,269	46,197	46,012	46,012	4,453	116,225	1,221	64,122	121,485	15	8,511	1,085	1,879	104,711	16,786	...	
119	4,363	4,472	4,447	38	775	799	799	158	5,258	153	2,056	5,501	72	312	84	47	4,767	...	2,062	
2,301	74,318	74,557	74,340	2,307	46,972	46,811	46,811	4,611	121,483	1,374	66,178	126,986	87	8,823	1,169	1,926	109,478	16,786	2,062	
...	...	...	...	...	...	...	...	2	128	83	8	120	1	72	9	40	6	...	...	
...	...	...	...	...	...	...	...	4	77	30	13	77	24	50	...	...	3	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	8	8	...	8	1	...	2	1	4	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	22	505	69	...	428	38	17	2	5	443	...	...	
1	75	63	60	...	...	...	...	1	75	75	...	...	8	36	4	3	24	...	...	
...	...	...	...	...	...	...	...	9	221	155	...	138	86	31	1	3	100	24	75	
1	75	63	60	...	...	...	...	39	1,014	420	21	771	158	206	18	52	580	24	75	
2,527	92,240	92,612	91,145	2,307	46,972	46,811	46,811	4,893	143,379	12,004	70,178	150,121	2,252	12,531	1,886	2,865	123,845	19,923	2,709	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	For boys	10,470	104,567	115	60,215	100,940	...	426	1	26	104,266	1,520	...	
							,, girls	65	737	...	222	729	...	6	5	2	724	...	195	
...	...	...	...	...	...	...	For boys	257	4,036	...	4,188	19	...	...	35	3,991	...	769	...	
							,, girls	...	...	...	...	...	...	...	...	...	...	...	...	
	...	...	...	...	...	...	For boys	47	910	970	368	203	34	16	336	17	365	58	...	
							,, girls	...	...	...	...	...	...	...	...	...	...	...	...	
						Total ...		10,839	110,250	493	64,993	101,891	34	448	377	4,036	105,355	2,347	195	
						GRAND TOTAL ...		15,732	2 ,629	12,497	135,171	252,012	2,286	12,979	2,263	6,901	229,200	22,270	2,904	

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruc*

PUBLIC INSTI

Object of expenditure.	UNDER PUBLIC MANAGEMENT.																	
	Managed by Government.							*Managed by Local Funds and Municipal Boards.*							*Maintained by*			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.																		
Arts Colleges.																		
English	51,830	...	...	3,795	...	...	55,625	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	51,830	...	...	3,795	...	...	55,625	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																		
Secondary Schools.																		
For boys — High schools	19,668	...	...	42,690	...	...	62,358	5,250	...	14,798	18,733	...	...	38,781	...	...	...	...
For boys — Middle schools — English	...	...	...	...	...	...	...	4,800	...	31,755	19,844	...	...	56,399	...	...	...	...
For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	19,668	...	...	42,690	...	...	62,358	10,050	...	46,553	38,577	...	...	95,180	...	...	...	...
Primary Schools.																		
For boys	...	...	...	...	...	...	...	...	...	1,755	956	...	...	2,711	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	4,951	1,515	...	...	6,466	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	6,706	2,471	...	...	9,177	...	...	...	...
SCHOOL EDUCATION, SPECIAL.																		
Schools for Special Instruction.																		
Training schools for masters	27,197	...	...	80	...	2,040	29,317	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	5,706	...	...	...	...	...	5,706	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	3,000	...	...	855	*971	...	4,826	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	27,869	...	...	4,296	...	...	32,105	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools.	6,300	...	48	2,181	564	570	9,663	...	...	...	...	...	...	...	...	...	...	...
Total	70,012	...	48	7,412	1535	2,610	81,617	...	...	...	...	...	...	...	...	...	...	...
Buildings	11,728	83	...	...	...	...	11,811	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	11,728	83	...	...	...	...	11,811	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,53,238	83	48	53,897	1535	2,610	2,11,411	10,050	...	53,259	41,048	...	...	1,04,357	...	...	...	...

* Contributed from the General Syndicate Fund to meet excess expenditure.

(*a*) Rs. 1,682, (*b*) Rs. 266, (*c*) Rs. 654, and (*d*) Rs. 2,602 of these items represent the cost of the Kindergarten Departments of the Government N taken as boys' schools; the balance under each head is the cost of the Kindergarten Departments attached to female schools.

tion in Burma for the official year 1895-96.

TUTIONS.

Native States.			Under private management.											Total expenditure from					
			Aided by Government or by Local Funds or Municipal Boards.							*Unaided.*									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	103	...	15,500	15,603	...	...	...	...	51,830	...	...	3,898	15,500	71,228
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	103	...	15,500	15,603	...	...	...	...	51,830	...	...	3,898	15,500	71,228
...	...	...	15,323	...	10,556	51,873	10,920	51,201	1,39,873	...	...	...	...	40,241	...	25,354	1,13,206	62,121	2,41,012
...	...	...	13,462	546	7,351	38,907	36,367	31,196	1,27,829	...	...	...	...	18,262	546	39,106	58,751	67,563	1,84,228
...	...	...	12,679	16,860	18,545	...	...	...	48,084	...	...	...	...	12,679	16,860	18,545	...	...	48,084
...	...	...	14,753	...	3,576	29,671	1,050	26,212	75,262	...	...	...	...	14,753	...	3,576	29,671	27,262	75,262
...	...	...	4,564	...	2,018	8,048	8,757	5,928	29,315	...	...	...	...	4,564	...	2,018	8,048	14,685	29,315
...	...	...	3,460	...	7,480	...	...	...	10,940	...	...	...	...	3,460	...	7,480	...	...	10,940
...	...	...	64,241	17,406	49,526	1,28,499	57,094	1,14,537	4,31,303	...	...	...	...	93,959	17,406	96,079	2,09,766	1,71,631	5,88,841
...	...	...	39,540	105,465	36,432	14,691	7,149	5,045	2,08,322	...	...	...	...	39,540	1,05,465	38,187	15,647	12,194	2,11,033
...	...	...	6,347	4,449	5,196	...	2,020	1,223	19,235	...	...	...	...	6,347	4,449	10,147	1,515	3,243	25,701
...	...	...	45,887	1,09,914	41,628	14,691	9,169	6,268	2,27,557	...	...	...	...	45,887	1,09,914	48,334	17,162	15,437	2,36,734
...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,197	...	...	80	2,040	29,317
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,706	...	...	...	...	5,706
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,000	...	...	855	971	4,826
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,809	...	...	4,296	...	32,105
...	...	...	7,800	...	...	...	...	15,790	23,590	...	...	...	...	7,800	...	...	...	15,790	23,590
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,300(*a*)	...	48	2,181(*b*)	1,134(*c*)	9,663(*d*)
...	...	...	7,800	...	...	...	...	15,790	23,590	...	...	...	...	77,812	...	48	7,412	19,935	1,05,207
...	...	...	26,400	900	750	...	...	52,800	80,850	...	...	...	...	38,128	983	750	...	52,800	92,661
...	...	...	2,650	24	3,300	...	...	5,300	11,274	...	...	...	...	2,650	24	3,300	...	5,300	11,274
...	...	...	29,050	924	4,050	...	...	58,100	92,124	...	...	...	...	40,778	1,007	4,050	...	58,100	1,03,935
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	35,260	...	...	...	...	35,260
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,26,388	9,989	777	...	...	1,37,154
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,654	...	...	...	...	3,654
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,518	...	...	...	...	6,518
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,361	...	...	...	...	3,361
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,842	...	...	...	...	9,842
...	...	...	...	...	...	...	...	...	...	...	...	...	...	35,875	...	4,563	...	1,745	42,183
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,20,898	9,989	5,340	...	1,745	2,37,972
...	...	...	1,46,978	1,28,244	95,204	1,43,293	66,263	2,10,195	7,90,177	...	...	...	...	5,31,164	1,38,316	1,53,851	2,38,238	2,82,348	13,43,917

mal School, Moulmein, and that attached to the Baptist College, Rangoon, and American Baptist Mission Pwo-Karen School, Bassein, these being

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1895-96.*

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books. 4			*Not reading printed books.* 5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																					
For boys — Government	English	2	1,144	150	2	152	395	...	395	363	...	363	234	...	234	...	...	...	1,142	2	1,144
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	15	1,828	68	...	68	531	...	531	578	1	579	649	1	650	...	...	...	1,826	2	1,828
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	47	5,848	153	1	154	1,371	67	1,438	1,896	172	2,068	1,939	249	2,188	...	...	...	5,359	489	5,848
	Vernacular	150	9,790	...	...	...	670	104	774	1,871	440	2,311	4,632	2,073	6,705	...	...	...	7,173	2,617	9,790
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		214	18,610	371	3	374	2,967	171	3,138	4,708	613	5,321	7,454	2,323	9,777	...	...	...	15,500	3,110	18,610
For girls — Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	367	967	1,334
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	205	661	866
Aided	English	14	1,334	3	50	53	28	246	274	83	310	393	253	361	614	...	...	...	...	...	...
	Vernacular	13	866	...	...	...	9	101	110	58	175	233	138	385	523	...	...	...	...	...	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		27	2,200	3	50	53	37	347	384	141	485	626	391	746	1,137	...	...	...	572	1,628	2,200
Total Secondary Schools		241	20,810	371	53	427	3,004	518	3,522	4,849	1,098	5,947	7,845	3,069	10,914	...	...	...	16,072	4,738	20,810

Primary Schools—																							
For boys	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	2	73	...	...	...	...	...	...	23	...	23	47	3	50	...	...	...	70	3	73
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	2,186	70,116	...	...	...	...	...	...	4,259	755	5,014	51,226	13,876	65,102	...	...	...	55,485	14,631	70,116
	Unaided	...	...	...	2,265	46,012	...	...	...	...	...	...	14	...	14	43,846	2,152	45,998	...	...	...	43,860	2,152	46,012
			Total	...	4,453	116,201	...	...	...	...	...	...	4,296	755	5,051	95,119	16,031	111,150	...	...	...	99,415	16,786	116,201
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	1	120	...	...	...	...	...	...	4	6	10	37	73	110	...	...	...	41	79	120
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	119	4,363	...	...	...	...	...	...	156	175	331	1,634	2,398	4,032	...	...	...	1,790	2,573	4,363
	Unaided	...	...	...	38	799	...	...	...	...	...	...	...	...	...	231	568	799	...	...	...	231	568	799
			Total	...	158	5,282	...	...	...	...	...	...	160	181	341	1,902	3,039	4,941	...	...	...	2,062	3,220	5,282
	Total Primary Schools			...	4,611	121,483	...	...	...	...	...	...	4,456	936	5,392	97,021	19,070	116,091	...	...	...	101,477	20,006	121,483
	GRAND TOTAL			...	4,852	142,293	374	53	427	3,001	518	3,522	9,305	2,034	11,339	104,866	22,139	127,005	...	...	...	117,519	24,774	142,293

GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Burma for the official year 1895-96.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	1	...	1	6	...	...	...	6	5	...	...	...	5	3	...	...	...	2	
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	1	1	2	23	5	...	...	28	16	1	...	...	17	2	...	1	3	11	
First Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		1																		
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Laws	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Laws	...																			

3. Bachelor of Law																							
Medicine—																							
1 M. D.																							
2. M. B.																							
3. Honours in Medicine and Surgery																							
4. L. M. S.																							
5. First M. B.																							
5. First L. M. S.																							
6. Preliminary Scientific																							
Engineering—																							
1. M. C. E.																							
2. B. C. E.																							
3. L. C. E.																							
4. First L. C. E.																							
Teaching—																							
Licentiate in Teaching				2	10	45	57	11	55	121	483	670	3	23	24	118	168	20	69	4	4	71		
Schools for General Education—																							
Matriculation			Boys	5	7	...	12	101	58	10	2	171	39	24	1	...	64	8	2	7	2	45		
			Girls	...	5	...	5	...	29	1	...	30	...	7	...	...	7	7	...	...	...	...		
Middle School examination			Boys	16	181	...	197	896	1,922	40	44	2,902	426	1,263	7	6	1,702	116	375	60	64	1,087		
			Girls	...	15	...	15	...	217	...	...	217	...	143	...	...	143	124	6	...	2	11		
Upper Primary examination			Boys	19	850	...	869	773	7,315	...	...	8,088	645	5,394	...	...	6,039	151	1077	163	201	4,447		
			Girls	1	67	...	68	13	715	...	...	728	10	507	...	...	517	178	107	3	14	215		
Lower Primary examination			Boys	19	2,065	...	2,084	892	36,217	...	...	37,109	805	24,943	...	...	25,748	225	2,177	545	533	22,268		
			Girls	1	141	...	142	68	2,916	...	...	2,984	63	1,985	...	...	2,048	235	157	26	46	1,584		
Public Service Certificate examination.			English	1	...	...	1	5	...	...	100	105	5	...	...	58	63	10	9	2	3	39		
			Vernacular	...	...	...	...	...	...	...	5	5	...	...	...	2	2	...	...	...	...	2		
Schools for General Instruction—																							
1. Training School examination for masters.			Upper	1	1	...	2	10	13	...	...	23	2	2	...	...	4	...	2	...	1	1		
			Lower	...	...	...	...	...	7	...	...	7	...	5	...	...	5	...	4	...	...	1		
2. Training School examination for mistresses.			Upper	...	3	...	3	...	17	...	...	17	...	11	...	...	11	3	7	...	...	...		
			Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...		
3. School of Arts examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
4. Medical examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
5. Examination in Engineering and Surveying				20	...	9	29	292	...	38	75	405	208	...	10	33	251	1	3	...	...	247		
6. Industrial School examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
7. Veterinary examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Muni*

Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION															
	In institutions managed by Local Fund Boards.												*In institutions managed by*			Total Local Fund expenditure on public institutions
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
University Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.															
University Education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
University Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.
University Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.
University Education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.
University Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Secondary Schools.															
School Education, General. — For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
School Education, General. — For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	546	546
School Education, General. — For boys — Middle schools — Vernacular ...	..	...	...	...	...	...	...	...	...	...	...	...	...	16,860	16,860
School Education, General. — For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
School Education, General. — For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.
School Education, General. — For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	17,406	17,406
Primary Schools.															
School Education, General. — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,05,465	1,05,465
School Education, General. — For girls	...	...	..	...	...	...	...	...	...	...	...	...	...	4,449	4,449
Total ...	...	...	...	.	...	...	...	...	...	...	...	...	...	1,09,914	1,09,914
Schools for Special Instruction.															
School Education, Special. — Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
School Education, Special. — Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
School Education, Special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
School Education, Special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
School Education, Special. — Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.
School Education, Special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	83	...	900	983
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...		24	24
Total ...	...	...	...	...	...	...	...	...	...	...	...	83	...	924	1,007
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,989
Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Scholarships held in— Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	
Scholarships held in— Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Miscellaneous	..	..	...	...	...	...	...	...	...	...	...	...	...	..	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,989
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	83	...	1,28,241	1,38,311

cipal Expenditure on Public Instruction in Burma for the official year 1895-96.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In institutions managed by Municipal Boards.											*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	637	660	536	5,250	14,798	...	18,733	...	...	38,781	...	...	10,556	25,354	25,354	
12	1,191	1,131	967	4,800	31,755	...	19,844	...	...	56,399	...	...	7,351	39,106	39,652	
...	...	...	...	...	...	...	...	...	...	...	...	...	18,545	18,545	35,405	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,576	3,576	3,576	
...	...	...	...	...	...	...	...	...	...	...	...	...	2,018	2,018	2,018	
...	...	...	...	...	...	...	...	...	...	...	...	...	7,480	7,480	7,480	
15	1,828	1,791	1,503	10,050	46,553	...	38,577	...	...	95,180	...	...	49,526	96,079	1,13,485	
2	73	72	58	...	1,755	...	956	...	...	2,711	...	...	36,432	38,187	1,43,652	
1	120	108	87	...	4,951	...	1,515	...	...	6,466	...	...	5,196	10,147	14,596	
3	193	180	145	...	6,706	...	2,471	...	...	9,177	...	...	41,628	48,334	1,58,248	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	48	...	...	48	48	
...	...	...	...	...	...	...	...	...	...	...	48	...	...	48	48	
...	...	...	...	...		...	...	...	...	...	...	...	750	750	1,733	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,300	3,300	3,324	
...	...	...	...	...		...	...	...	...	...	...	...	4,050	4,050	5,057	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	777	10,766	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,563	4,563	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,340	15,329	
18	2,021	1,971	1,648	10,050	53,259	...	41,048	...	...	1,04,357	48	...	95,204	1,53,851	2,92,167	

FOR BOYS.

GENERAL TABLE NO. VIII.—*Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1895-96.*

Class of hostels or boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF				EXPENDITURE FROM					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenue.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
(1) Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
(2) Managed by local or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	
(3) Aided by Government or by local Municipal Boards	31	1,788	6	682	1,010	90	6,014	949	57,854	45,161	1,09,978	
(4) Unaided	10	458	17	214	163	64	...	...	3,697	25,922	29,619	
Total ...	41	2,246	23	896	1,173	154	6,014	949	61,551	71,083	1,39,597	

FOR GIRLS.

GENERAL TABLE NO. VIII.—*Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1895-96.*

Class of hostels or boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF				EXPENDITURE FROM					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
(1) Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
(2) Managed by local or Municipal Boards	..	...	...	...	...	...	...	...	...	...	...	
(3) Aided by Government or by local or Municipal Boards...	17	698	.	342	325	31	1,916	325	30,903	35,070	68,214	
(4) Unaided	2	49	...	13	36	...	...	...	2,560	3,740	6,300	
Total ...	19	747	...	355	361	31	1,916	325	33,463	38,810	74,514	

Return showing the Classification of Pupils attending Public Institutions in Burma for the official year 1895-96 according to Religion.

	Class of institution.	Total of public institution.	Number of scholars on 31st March 1894.	Classification of scholars on 31st March according to Religion.					Remarks.
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
	1	2	3	4	5	6	7	8	9
University Education.	*Arts Colleges.*								
	English	2	72	18	4	3	42	5	
	Oriental	...	...	...	...	...	...	...	
	Colleges or Departments of Colleges for Professional training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...		...	...	...	
	Total ...	2	72	18	4	3	42	5	
School Education, General.	*Secondary Schools.*								
	For boys — English	64	8,820	2,591	576	674	4,976	3	
	For boys — Vernacular	150	9,790	1,453	256	13	8,006	62	
	For girls — English	14	1,334	1,148	14	7	165	...	
	For girls — Vernacular	13	866	299	37	2	528	...	
	Total ...	241	20,810	5,491	883	696	13,675	65	
	Primary Schools.								
	For boys	4,458	116,201	8,526	1,879	1,085	104,711	...	
	For girls	158	5,282	384	47	84	4,767	...	
	Total ...	4,611	121,483	8,910	1,926	1,169	109,478	...	
School Education, Special.	*Schools for Special Instruction.*								
	Training schools for masters ...	2	128	73	40	9	...	6	
	Training schools for mistresses ...	4	77	74	...	...	...	3	
	Schools of art	...	...	...	...	...	...	...	
	Law schools	1	8	1	1	2	4	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and Survey schools ...	22	505	55	5	2	443	...	
	Industrial schools	1	75	44	3	4	24	...	
	Other schools	9	221	117	3	1	100	...	
	Total ...	39	1,014	364	52	18	571	9	
	Total of Colleges and Schools of Public Instruction.	4,893	143,379	14,783	2,865	1,886	123,766	79	

G. B. C. P. O.—No. 4436, B. S., 8-10-96—590.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1897-98.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1898.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

For the year 1897-98.

Extract from the proceedings of the Government of Burma in the General Department,—No. 6E.-27, dated the 5th November 1898.

READ—

The report of the Director of Public Instruction for the year 1897-98.

RESOLUTION.—The Director's Report was received in proof on the 9th August and the comments of Deputy Commissioners and Commissioners on the Deputy Inspectors' reports were forwarded by the Director on the 15th August. The remarks of the District Officers contain several useful suggestions but in some cases betoken slight acquaintance with the aims and methods of the department and the progress of educational affairs. The Commissioner, Minbu division, and some of the Deputy Commissioners complain that the Deputy Inspectors avoid them and keep them in ignorance of their proceedings. The Director should issue orders reminding Deputy Inspectors of their duties towards Commissioners and District Officers. Except perhaps in a few of the busier districts it should be possible for Deputy Commissioners, at least those who have held the same charge for a considerable time, to take an active interest in the work of the Educational officers, and to aid the Government with practical advice regarding educational measures. It is from every point of view undesirable that education should be treated as a purely departmental concern. Several of the District Officers praise the work of the itinerant teachers and attribute to them much of the credit for the progress in primary education.

General results.

2. The aggregate number of schools increased from 15,820 in 1896-97 to 16,280 in 1897-98 and the number of pupils under instruction from 255,137 to 259,649. But if private elementary schools are excluded, the aggregate shows a considerable falling off owing to a reduction of 278 in the number of boys' primary schools, chiefly monastic, and of 7,328 pupils. It appears, however, that this large falling off is not an indication of decreased educational activity except in the Meiktila division, where there was a loss of 140 schools owing to the scarcity which prevailed during part of the year. Sagaing was the only other division in which a considerable diminution occurred in the number of schools on the departmental registers, and here it is explained that many schools in Sagaing and in the Chindwin districts which had been inadvisedly registered in previous years were relegated to the private list in the year of report because they were found to be inefficient. The large increase of passes in the Sagaing division supports the Director's contention that there was good progress on the whole. But it would have been more satisfactory if the

Director had reported why so many schools in this division have become suddenly unworthy of registration. Too much should not be left to the idiosyncrasies of the Deputy Inspectors, and the Lieutenant-Governor will be glad to receive full information as to the instructions by which the Deputy Inspectors are guided in this respect and how far their action is controlled by the Inspectors. There is no doubt, however, that great care should be exercised in admitting private institutions to the public list, for utterly inefficient teachers seem in many districts to find no difficulty in starting "schools" and inducing parents to confide their children to them. In Tharrawaddy it appears from the Deputy Commissioner's remarks that some persons, threatened with prosecution under the preventive sections of the Criminal Procedure Code, obtained ostensible means of livelihood in this manner.

As in the previous year the Baptist College was the only institution for university education besides the Rangoon College. The number of collegiate students increased slightly. One additional high school was opened and three additional middle English schools. The number of pupils in the high and middle English schools rose from 4,112 and 5,062 to 4,294 and 5,778 respectively. The rapid growth of middle Vernacular instruction continues to be a remarkable feature of the educational development of the province. In the year of report there were 189 such schools with 11,042 pupils as compared with 160 schools and 9,918 pupils in 1896-97. Although the number of special schools for girls increased slightly, fewer girl pupils were under instruction. On the other hand a marked improvement took place in the results attained by girls at the provincial examinations up to the Seventh standard.

Financial.

3. The total expenditure on education during the year is returned as Rs. 13,43,798, of which provincial revenues contributed Rs. 5,76,884 (an increase of Rs. 43,573 as compared with the year before) and municipal and other local funds, Rs. 3,27,494 (an increase of Rs. 20,561). Out of the total expenditure from public funds (Rs. 9,04,378) primary schools absorbed Rs. 2,37,683, exclusive of building and equipment grants and of the cost of the primary departments in middle and high schools. It is satisfactory to find that the income from fees increased in schools of all classes, the aggregate amounting to Rs. 2,67,182 as against Rs. 2,42,860 in the preceding year. But this increase appears to have been more than counterbalanced by a diminution of Rs. 48,093 in the income from other non-Government sources and His Honour would be glad to learn the causes of this falling off.

Educational Syndicate.

4. The separate report of the Educational Syndicate shows that the general body met twice and the Executive Committee eleven times during the year. The Executive Committee advised the Local Government on various educational questions, and the examinations entrusted to them were conducted efficiently. Since the close of the year the Syndicate have, in accordance with the Lieutenant-Governor's wishes, made arrangements for placing the Middle and Primary sections of the Rangoon Collegiate School under the direct control of the officers of the Education Department, to whom the masters will in future be directly subordinate. The Principal of the Rangoon College is unable to devote sufficient time to the lower sections of the school, and such a body as the Executive Committee could not of itself furnish the necessary controlling agency. Arrangements were made for opening a sepa-

rate hostel for Collegiate students in Phayre Lodge, and the new hostel promises well. The Bernard Free Library was visited by 3,038 persons, of whom 583 (including 370 *pôngyis*) visited the Manuscript Department. The number of visitors in the previous year was 3,002. The aggregate receipts of the Syndicate amounted to Rs. 1,65,094 as against Rs. 1,62,209 in the previous year. The total included Rs. 91,500 granted by Government as against Rs. 80,000 in 1896-97. The Government grants of 1896-97 were insufficient, but the grants of 1897-98 seem to have been in excess of requirements. In view of the large closing balance of the year under report, the Government contributions have been considerably reduced in the current year. School and College fees fell from Rs. 48,112 to Rs. 43,823 owing to the curtailment of the number of pupils in the Collegiate School. The receipts from examination fees increased from Rs. 19,747 to Rs. 22,695, the chief increase being in the advocateship examinations. The aggregate expenditure of the Syndicate (inclusive of the College and School expenditure but exclusive of contributions from the general to the affiliated funds of the College and School) amounted to Rs. 1,52,706 or Rs. 7,396 less than in 1896-97, the reduction being due to a diminution of the staff of masters as explained in paragraph 4 of the resolution on the quinquennial report.

University education.

5. The average attendance at the Rangoon College rose from 62 to 70. The results of the University examinations were satisfactory and reflect credit on the Principal, Mr. Rose, and his staff. Four pupils passed the B.A. and 21 the F.A. examination of the Calcutta University as against five and 12 respectively in 1896-97. For the second year in succession one of the successful candidates passed in the Honours Course of the B.A. examination. The Lieutenant-Governor is aware that the Honours lectures have added considerably to the duties of the College staff. But he is not satisfied that the lecturers are overburdened and especially since the A course has been abandoned there appears to be no reason why the B course, including Honours, should not continue to be effectively carried out. As suggested in the Lieutenant-Governor's Resolution on the quinquennial report, the Director submitted proposals for increasing the number of scholarships offered to students desirous of proceeding to the University course, and the number of junior University scholarships has accordingly been raised from 11 to 20. The Educational Syndicate acting on the advice of the Local Government discontinued the law lectures at the Rangoon College in March last. The poor attendance at the lectures showed that candidates for the 1st and 2nd grade advocates' examinations preferred to study privately. The Syndicate's proposal that attendance at the lectures should be made a compulsory qualification for admission to the 2nd and 3rd grade advocates' examinations did not commend itself to the Judicial Commissioner. The Lieutenant-Governor concurred in the opinion that the time has not yet come for requiring a knowledge of English on the part of 3rd grade advocates and that even if lectures were to be given in Burmese candidates could not be compelled to come up to Rangoon to attend them without severe hardship. The College and Collegiate School have outgrown the accommodation provided for them in the present buildings which are not more than sufficient for the school alone. The inadequacy of the present buildings has been most felt in the case of the Science classes. Proposals for erecting separate College buildings are now under consideration in the Public Works Department. The Colle-

giate department of the American Baptist Mission School has not made the progress that was hoped for; the average attendance fell to six and only one candidate out of five succeeded at the F. A. examination. In paragraph 6 of his report the Director refers to the need of a Burma University. His Honour does not consider that the advance in higher education since 1893 has been sufficient to justify the re-opening of this question. He doubts whether the establishment of a provincial University would stimulate instruction at all events in the lower stages which, moreover, on the whole appears to make reasonable progress under the present conditions.

Secondary education.

6. The tables printed in paragraphs 20 and 22 of the report show a general increase in the number of pupils, male and female, under instruction in the high and middle stages. The results of the year's examinations were satisfactory. Entrance passes increased from 87 to 105, mainly owing to the improved results at the Rangoon Collegiate School which passed 40 boys out of 56 presented for examination. The conspicuous failure of the Government and Municipal schools at Akyab, Bassein, and Moulmein is, however, a blot on the year's record, and seeing that the Director of Public Instruction exercises unfettered control over these schools His Honour finds it difficult to understand their shortcomings. On the other hand the Prome Municipal High School continued to do excellent work. In the middle stage both Anglo-Vernacular and Vernacular passes increased, the former from 1,277 to 1,845 and the latter from 570 to 632. The increase in passes in the Anglo-Vernacular schools is specially satisfactory, and the Lieutenant-Governor sees no reason to doubt the correctness of the Director's opinion that it is due to improved methods of teaching. His Honour desires to know whether the failure of the Government schools at Akyab, Bassein, and Moulmein extended to the middle stage and considers that the work of these schools should be more fully noticed in future reports. It is observed that Missionary schools were unsuccessful in the Vernacular middle stages as compared with schools under the indigenous rules and as compared with their own results in former years. It is perhaps hardly to be expected that the Missionary schools which do so much for Anglo-Vernacular education should devote much energy to Vernacular instruction beyond the primary stage. At the instance of the Director the Lieutenant-Governor in the course of the year sanctioned the institution of an eighth and ninth standard of literary examination in the Vernacular, as an incentive to higher study in indigenous schools, and especially for the improvement of the elementary school teachers themselves. The Educational Syndicate moved the Local Government to consider whether the present system of class promotion should not be altered so as to give freer scope to head masters. But while admitting that some relaxation may be desirable in the future, at any rate in such a school as that attached to the Rangoon College, His Honour decided to make no change at present in the existing practice.

Primary education.

7. Owing chiefly to causes already referred to in paragraph 2, the number of institutions in which primary instruction was given decreased from 5,192 to 4,952 and the number of primary pupils from 143,824 to 137,663. But in spite of these decreases the number of passes by one or other of the upper primary standards rose from 7,150 to 7,918, and by the lower primary standards from 30,931 to 34,915. The most striking advance in passes was in the Burmese and Karen indigenous

schools, and this must be in a large measure attributed to the efforts of the itinerant teachers under the guidance of Deputy Inspectors. The itinerant teachers appear to have earned the praise bestowed on them by the Director. The Lieutenant-Governor is now considering proposals for improving their position.

In Anglo-Vernacular schools the improvement was confined to those under private management. Judged by the results of examinations the primary instruction given in schools maintained by Government and by local funds in the Arakan and Tenasserim divisions appears to be inefficient. The primary passes in Municipal and Government schools were not only less than in 1896-97, but were lower than at the beginning of the quinquennial period, 1892—1897. The state of affairs disclosed by the Arakan and Tenasserim statistics should not be beyond the power of the Director and his officers to remedy.

Turning to indigenous institutions there are grounds for satisfaction in nearly every part of the province. Burmese schools passed 30,489 pupils by the primary standards as compared with 26,519 in the preceding year. Considerably less was earned as grants owing to the introduction of a reduced scale of rates. But the aggregate amount actually paid was greater, namely, Rs. 1,51,901 as against Rs. 1,21,238 in 1896-97. Although this increase constitutes a heavy burden on local funds, His Honour on the advice of the Director has decided to make no further reduction in the rates during the current period of five years. The Deputy Commissioner, Tharrawaddy (Colonel Eyre), remarks that the reduction already effected hits the managers hard. But the *pro rata* reductions of grants earned were in the year of report much less than in the previous year and there was on the whole much less ground for discouragement. It is noteworthy that in the Irrawaddy division where the *pro rata* reductions were very heavy during the past two years the number of Burmese indigenous schools and pupils nevertheless increased considerably. The indigenous schools of the Arakan division did not share the general improvement in primary instruction, although continuous progress was achieved in that division during the previous five years. It is not clear why the Director kept the Akyab Deputy Inspector on duty if he was too ill to work. In the Henzada district the progress was slight as compared with neighbouring districts. In Upper Burma, except in the backward northern districts and in the southern districts which were affected by scarcity, good results were achieved, and the remarks of Commissioners and District Officers show that the *pôngyis'* prejudices are being successfully overcome. The improvement in this respect is shown by the attendance of *pôngyis* at the Teachers' Conference at Prome, the interest shown by them in the *Patamabyan* examinations, and the efforts made by several of them to qualify for a higher class of teaching by passing the provincial standards and the teachers' examinations. As the *pôngyi kyaungs* must for many years continue to form the majority of the primary schools of the province, the importance of progress in this direction cannot be overrated. The Deputy Commissioner, Katha, supports the Deputy Inspector's suggestion that text-books should be given free to pupils who stand well at test examinations. Where promising pupils are prevented by poverty from buying the prescribed text-books, the Lieutenant-Governor considers that aid in this form might suitably be afforded and he will be glad if the Director will submit proposals accordingly.

Special classes.

8. An additional school for Europeans was opened, bringing the total number up to 23. The number of pupils in attendance on the last day of the year was 1,700 or slightly more than in the previous year. There was little variation in the amount of the total expenditure and the share thereof borne by Government. The results of examinations in schools for Europeans only were on the whole very little better, but in the Seventh standard there was considerable improvement not only in these schools, but also among European pupils attending schools open to all races. Karen indigenous education continues to make excellent progress. There was a slight decrease in the number of schools and pupils in the Irrawaddy division, but this was probably due as much to the raising of the standard of qualification for teachers as to the reduction in the scale of results grants, and the statistics of passes at the examinations are satisfactory in this as in the other divisions which have Karen schools. In future reports it is desired that information may be given of the progress of non-indigenous schools for Karens. The Tamil schools show little progress. Special schools for Mahomedans increased from 30 to 55 and the pupils in attendance from 1,190 to 1,805. But little improvement is recorded in the efficiency of these schools. The Kachin Missionary school at Bhamo is doing useful work, but His Honour regrets to see the unfavourable mention of the Missionary school for Chins at Sandoway.

Female education.

9. The number of girls' schools increased from 281 to 294, but the attendance at these schools fell off. There was, however, an increase in the number of female pupils attending boys' schools, so that on the whole the number of girls under instruction rose from 32,593 in 1896-97 to 32,875 in the year of report. The results of the year's examinations are on the whole satisfactory. But the decline in passes from the registered grant-in-aid schools is not creditable to the managers. The Lieutenant-Governor regrets to notice the continued falling off in female education in Arakan as compared with the rest of Burma. The backwardness of educational work generally in this division demands the serious attention of the Director and his staff.

Special instruction.

10. The attendance at the Government Normal School, Moulmein, fell from 83 to 67, and the results obtained by the pupils at the teachers' test examination were poor. The failure of this school is attributed to the absence of the Principal on deputation and the neglect and incompetence of his *locum tenens*. The Lieutenant-Governor trusts that the efforts of the Principal, who has now returned, will remove the reproach at present attaching to the school. His Honour agrees in the opinion expressed by the Director in paragraph 12 of the report that the Urdu classes in the Normal school should be abolished. In the aided schools also the results of the year's examinations of the normal classes show that there is great room for improvement. It is satisfactory to find that the number of pupil teachers employed increased from 207 to 351 and that they are fast qualifying by the prescribed normal tests. A scheme has been sanctioned for the training of selected pupil teachers in practical work at the Government Normal school. His Honour shares the hope expressed by the Director in paragraph 65 of his report as to the benefits which the extension of the pupil teacher system will confer on the primary schools of the province. The increased attendance at the Kindergarten

classes of Anglo-Vernacular schools is observed with satisfaction and the Lieutenant-Governor is pleased to learn that the modified system of Kindergarten introduced in indigenous schools promises well. The teachers' examinations in drawing were well attended and the large increase in the number of passes augurs well for the progress of instruction in this subject. The Engineering school at Rangoon was efficiently conducted, but the attendance fell from 16 to 12. At the Dufferin Hospital 18 pupils were under instruction at the close of the year, 12 having during the year completed the course of training and passed the prescribed examinations.

General remarks.

11. The production of useful Vernacular text-books continues. The set of elementary science hand-books which is now issuing in Burmese should prove of great benefit to the indigenous schools.

If a separate Deputy Inspector is required for the Karen schools of the Myaungmya district, the Director will doubtless submit proposals separately, as also for the appointment of an additional Deputy Inspector for Hanthawaddy district, which is said to be too large for one man.

Since the close of the year the position of the subordinate inspecting staff has been improved by the creation of three new appointments, styled Assistant Inspectorships, superior to the 1st grade of Deputy Inspectors.

Mr. Pope held charge of the office of Director of Public Instruction throughout the year and administered the department with his usual efficiency.

By order of the Lieutenant-Governor of Burma,

D. H. R. TWOMEY,
Officiating Secretary.

CORRIGENDA TO THE REPORT ON PUBLIC INSTRUCTION IN BURMA FOR THE YEAR 1897-98.

In the statement on page 79, against Mahomedan schools, in the columns "Upper Primary Stage" and "Lower Primary Stage," 1896-97, *for* "15" and "95" *read* "4" and "17" respectively, and against Tamil Indigenous schools, *for* "4" and "17" *read* "15" and "95" respectively.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1897-98.

INTRODUCTION.

THERE is nothing very special to report on in connection with the work of the past year. Under each section will, as usual, be found all the details regarding education in its various branches.

2. The year has been one of steady work and progress. Vernacular education, Secondary and Primary, has had our special attention. The advance it has made would have been much greater had there not been famine in some parts of the province. This caused an amount of loss from which we shall recover but slowly.

3. Each year we are getting a better hold on Vernacular education, and new parts of the province are being explored and brought into acquaintance with Primary education. The Inspectors, Deputy Inspectors, and Itinerant teachers have each taken their full share in the work, and now that Assistant Inspectors have been appointed, we hope to extend the work still more, and to make it more thorough. *A great deal depends on the personal effort and influence in his circle of the Inspector of Schools.* If he infuses life and vigour into his subordinates and shows them what to do—in fact, if he not only supervises the work, but teaches those under him—the circle advances. On the other hand, a humdrum performance of his duties by an Inspector of Schools produces lethargy in his subordinates, and stagnation as far as education is concerned.

4. In order the better to educate Vernacular managers, Itinerant teachers, and Deputy Inspectors, and to instil into them an intelligent interest in their work, we bring all concerned together once a year at certain centres, where questions on teaching, plans of work, methods of discipline and school management are discussed, and where model schools are visited. The Eastern Circle has its conferences at Moulmein, the Central at Prome, the Western at Bassein, and the Northern at Mandalay.

Some idea of what is done will be gathered from the following account of the Prome conference:—

"In spite of short notice, about 120 teachers and others were present. The Municipality of Prome, desirous as always to help in the cause of education, lent the High School building for the meeting. The conference lasted three days, during which time papers were read by Mr. Wedderspoon, Mr. Wilkins, Officiating Inspector of Schools, Western Circle, Mr. O'Hara, Head Master, Prome High School, Mr. Carey, Head Master of Paungdè School, and Maung Po Maung, Deputy Inspector of Schools, Prome. The subjects chosen were such as were likely to be of use to those engaged in the work of teaching. In order to enforce the practical aspect of the lectures, visits were paid to the two lay schools in Prome town, which, as I have already pointed out, are the best in the province. These visits were most instructive, and have led to the introduction all over the province of Kindergarten work and map-modelling. The latter has found a place in monastic schools, where working of the exercises of the Kindergarten school cannot be introduced.

"At the close of the conference an Association of Teachers, to be called the Central Circle Teachers' Association, with the Director of Public Instruction as Honorary President and Mr. Wedderspoon as President, was formed. It was

resolved also to hold district meetings during the year. A library for the Association was inaugurated with gifts of books from Messrs. Macmillan, Longmans, Bell and Son, Holden and Son, the British Burma Press, Hanthawaddy Press, and the American Baptist Mission Press, to whom our thanks are due.

"In connection with this it may not be out of place to refer in anticipation to the very enthusiastic meeting held this year at Prome in June, when 250 Deputy Inspectors of Schools, Itinerant teachers and Managers from all parts of Lower Burma, and from Minbu, Magwe, and Thayetmyo districts in the Upper Province, and most of the Anglo-Vernacular managers and teachers of the Central Circle, and several from other circles attended. The Director of Public Instruction presided and was supported by the three Inspectors, Lower Burma. The meeting divided itself into a Vernacular and an Anglo-Vernacular section, the former ably presided over by Maung Po Maung, K.S.M., Deputy Inspector of Schools, Prome. Both sections did excellent work.

"The lay schools of Maung Ba and Maung Hmat were again visited. The state of the Kindergarten department in both schools was admirable, and was a revelation to most of those present.

"A noteworthy feature of this meeting was the presence of seven *pôngyis* from Minbu, Henzada, Prome, and Rangoon districts."

5. All the orders and suggestions made by His Honour the Lieutenant-Governor in the Resolution on the Quinquennial Report have been attended to, especially those in connection with the training of teachers. I referred to this in paragraph 9 of that report. The Normal schools lacked the undivided care of one Inspector of Schools, and they have all been placed under Mr. Wedderspoon: they need pulling up very considerably. In the Government Normal School at Moulmein the Anglo-Vernacular department has not been satisfactory during the year, partly owing to the want of supervision and guidance by the officer who acted for Mr. Wilkins when on deputation as Inspector of Schools, and partly to the fact that the Anglo-Vernacular Normal students were allowed to look upon their Normal course and the stipend attached thereto as a cheap means of passing the Entrance examination, without any care as to whether they passed the Teachers' test or not. I am afraid that in all the Normal schools there has been a tendency on the part of the pupils to pay more attention to the passing of the standards than of the practical test.

This state of affairs has been changed, and I hope to report better results next year. I am glad to feel that Mr. Wilkins has resumed charge of the Government school. His absence on deputation was unavoidable, and I fear detrimental to the school. But we are placed in the very difficult position, in the absence of Government schools, of having no reserve of officers to fall back on when vacancies occur.

6. Higher education makes very slow progress: it needs the stimulus of a local University. A recent visit to Calcutta has shown me very clearly that the Calcutta University, however willing to meet the needs of Burma, has more than enough to do of its own, and cannot do it. A Burma University, which will of course have to begin on a very small scale, as those of Calcutta, Madras and Bombay did, would do much to develop education in all its branches. The lines on which the work of the Indian Universities is carried on are not to my mind conducive to a sound education in India; much less are they suited to this province.

7. Technical education is doing well. People who talk vaguely about opening technical schools all over the country do not realize what it means. In the first place the expense is very great; then it is next to impossible to get pupils to join such schools; and above all, the best technical education is given, as we are giving it, in the railway and other workshops, in the Engineering school, in the Medical schools of Calcutta and Madras, in the Forest school, in the Veterinary school, and in a small way in the Slöjd, Kindergarten, Drawing and other classes referred to in Section VI. Girls are getting the very best technical education by being taught domestic duties, needlework, and cutting out.

8. In this work the Rangoon "Teachers' Institute" has given great help. The technical classes held there for teachers are most useful. The Institute has

done good work and will continue to do so under the care of Mr. Best, the Vice-President, and the Rev. D. David, the Honorary Secretary.

The great publishers of England have, as usual, been most liberal to it in their grants of books, maps, and apparatus. Messrs. Cassells and Company sent a complete set of magic lantern slides illustrating Her Gracious Majesty's Jubilee, with suitable letter-press. This series has done much to rouse the enthusiasm and loyalty of the teachers.

9. The University results this year are very late indeed. Up to the end of June they had not been published The schools and colleges of Burma have been put to great inconvenience thereby.

10. Among other steps to improve Vernacular education has been the introduction of an Eighth and Ninth standard and the editing by the Text Book Committee of a suitable set of works in Burmese for the purpose. I should like to see the study of Burmese considerably advanced, and a more scholarly system applied to it.

11. In Anglo-Vernacular education a very necessary change has been made: Geography in Standard IV, and Geography, Euclid and Algebra in Standards V, VI, and VII are now compulsory for promotion. The effect of this will be to prepare the students better for the Entrance examination, and to bring about a better classification of the schools, by reducing many that are now striving with insufficient means at their disposal to work a Middle department to the detriment of the Primary stage which is more within their capabilities.

12. I doubt the advisability of keeping up the Urdu classes in the Normal school at Moulmein. The class of students we get is of very low attainments, and even in Arakan there is no demand for them. The money spent on this department is wasted.

13. The Patamabyan scheme is becoming each year more popular. The examinations of the year under review were for the first time for the Patamagyaw test, and the Patamagyaw was U Ketu. The following report, which was read on the occasion of the presentation of the certificate by His Honour the Lieutenant-Governor, will not be out of place.

Our thanks are due to the members of the Patamabyan Committee. I have had much help from Mr. Hla Oung, Assistant Comptroller, Mr. Lonsdale, Saya Kyi, Saya Ba and Saya Pyè.

Not the least important work of the Committee has been the bringing out, in conjunction with Mr. P. Ripley of the Hanthawaddy Press, of a complete and scholarly edition of the "Tripitika."

In connection with the examination our thanks are specially due in Mandalay to the Hladwè Sadaw, the Myotha Sadaw, and the Thathanabaing Teikôk Sadaw; the trustees of the Arakan Pagoda, especially U Dun and U Thaw; and Maung So Pe and Saw Chin Cheng, B.A., Deputy Inspectors of Schools.

In Rangoon we have had the hearty co-operation and assistance of the following persons. One and all have shown the keenest personal interest in the scheme:—

U Sanda, Myopyingyi Sayadaw, Kyatawya.
U Ahthapa, Sayadaw Gaingôk, Aletawya.
U Ariya, Sayadaw Gaingôk, Bagaratawya.
U Thagara, Sayadaw Gaingdauk, Thayettaw.
U Ahsaya, Sayadaw Gaingdauk, Kemmendine Bazaar.
U Ariya, Sayadaw Thamudi, Kyatawya.
U Thilawuntha, Sayadaw Gainggyôk, Mezali *kyaung*, Pazundaung.
U Sanda, Sayadaw Gaingdauk, Thayettaw.
U Pyinnya, Sayadaw Gaingdauk, Norman Kyaung-taik, Pazundaung.
U Aubatha, Sayadaw Myanaung *Póngyi*, Ashetawya.
U Gaudama, Sayadaw Gaingôk, Thôndat *kyaung*, Pazundaung.
U Pyinnya, Sayadaw Taungbalu *kyaung*, Thayettaw.
U Kumara, Thathanapyu Thanyôk Sayadaw, Kyatawya.
U Kawthanla, Sayadaw Gaingdauk, Aletawya, and
U Wimalasara, Sayadaw Gaingôk, Okkyaung, Bassein.
U Maung Gale, K.S.M., Pensioned Extra Assistant Commissioner.
U Shwe Zin, K.S.M., Pensioned Extra Assistant Commissioner.
U Po Han, K.S.M., Pensioned Extra Assistant Commissioner.

U Tu, K.S.M., Pensioned, Extra Assistant Commissioner.
U Tha Gywè, Honorary Magistrate.
U Po Lan, Zayattaga.
U Shwe Hmôn, A.T.M., Deputy Inspector of Schools, Rangoon Town.

" *Report on the Scheme for the encouragement of Pali learning in Burma from March 1891 to April 1898.*

" [Read at the Thayettaw Kyaungtaik, Rangoon, on the occasion of the presentation, by His Honour Sir Frederic Fryer, K.C.S.I., Lieutenant-Governor, of the Patamagyaw Certificate to U Ketu, the Patamagyaw of 1897.]

" IN March 1891 the Director of Public Instruction placed before the Government a scheme for the encouragement of Pali learning in Burma.

" While fully acknowledging what had been done in the direction of supplying the Rangoon College with Pali teaching, and the Province with a trained Pali scholar and archæologist in the person of Dr. Forchhammer, he pointed out that nothing had as yet been done to systematize and improve the methods of studying Pali among the monks, who were for the province the custodians of Pali literature, and among the laymen who made Pali a study.

" It will not be out of place to quote the following extract from the letter in which the proposals were submitted :—

" ' A return in a modified form to the old system of Pali examinations for monks will not only afford them useful occupation, but will show the people, monastic and lay, that the Government really takes an interest in what is to them a sacred language, fraught with many and loved associations.'

" He adds that he is led to believe that something useful in this direction may be done by the success he met with, when in the Bengal Educational Service, in reviving the study of Sanskrit among the pundits of Behar and Tirhoot, and by what he knew had been done for the pundits of Nuddea and of Dacca, with whom he had been associated.

" The scheme (after much discussion, vicissitudes, and amusing ridicule from some who thought we might as well offer new cassocks and surplices to the clergy of Burma for proficiency in Hebrew) was sanctioned in its original form in December 1894 and the first examination was held in June 1895.

" From the beginning it has been popular with monks and laymen ; but unfortunately a certain section of those on whose behalf the scheme was started misunderstood its whole purport. Nothing was more clearly stated in the original proposals than that the scheme was meant for the encouragement of Pali scholarship in its truest sense. The experience gained from the Sanskrit methods in India led the Director of Public Instruction to insist on the necessity for—

" (i) a scholarly study of the language, and an entire abandonment of the old method of mere memorizing of texts ;

" (ii) a dissociation of the scheme from all official and ecclesiastical connections.

" At the beginning of 1895 a Central Committee was formed in Rangoon and has worked the scheme ever since. The services on this Committee of Mr. Taw Sein Ko, Mr. Lonsdale, Mr. Hla Oung, Saya Kyi, and Saya Ba, deserve special mention. Mr. Gray, Lecturer in Pali in the Rangoon College, has been the Secretary.

" Apart from the duty of arranging for the examinations year by year, the Committee has arranged for the publication of good editions of the Pali texts, a work that is being steadily carried on, Saya Pyè having led the way with the publication of Yameik Akauk, copies of which were presented to the leading monks at the last examination.

" The grateful thanks of the Committee are due to Sir Charles Crosthwaite, K.C.S.I., late Chief Commissioner, who took up the scheme when first submitted with the kindliest and most sympathetic help, and to His Honour the first Lieutenant-Governor, Sir F. W. R. Fryer, K.C.S.I., whose personal encouragement of the scheme is known and acknowledged gratefully by the monks and laymen in Upper and Lower Burma.

" The trustees of the Arakan Pagoda, Mandalay, have given the Committee great help. The *lugyis* and *kyaungtagas* of Rangoon and Mandalay have of their own accord made arrangements for the examinations year by year in a style and with a willingness that shows how thoroughly they appreciate what is being done. Special mention should be made of U Maung Gale, K.S.M., and U Shwe Zin and U Po Han, pensioned Extra Assistant Commissioners. We cannot close this report without mention of the deep sympathy with the scheme shown by the late *Thathanabaing* and of the help we have had from the *Sadaws* of Rangoon and Mandalay.

" Maung Shwe Hmôn and Maung Môn, old and trusted Deputy Inspectors of Schools, staunch old Buddhists of the old school, have given much time and care in seeing that the arrangements in connection with the scheme have worked well. In Upper Burma Maung Po San and Maung So Pe have likewise given valuable help.

" And now, your Honour, there is nothing left but to express to you, on behalf of the Committee and of the monks and laymen who have the interests of Pali learning at heart, not only the honour they feel at your having so kindly consented to come this evening to pre-

sent the certificate to the first *Patamagyaw*, U Ketu, son of Ko Kya Nu, Thayettaw Kyaungtaik, Rangoon, but to convey to you our gratitude for the kindly sympathy you have always shown towards the efforts that are being made to make the people of the province happy and contented in this and in other directions.

"The *Patamagyaw* will now be presented to you. You will perhaps be glad to know something of his history. He was born at Myasein village, near Shwedaung, in the Prome district; was first educated in the above village, then under the Gônnyinbin *Póngyi* in Shwedaung, where he acquired the knowledge of arithmetic and became *Shinthamane* at the age of 14 years. On the death of the head *póngyi*, he studied under *Póngyi* U Thumana at Chaungdauk *kyaung*, from where he came down to Rangoon and continued his studies at the *Shwegyintaik kyaungtawya*. He afterwards went to Moulmein and learned under the *Taseitya Sayadaw* Wasiyayama for nine years. He was then appointed by the *Sayadaw* as a head instructor among the *upazins* and *shins*. He returned to Rangoon and stayed in the *Taungpalu kyaung*, Thayettaw *kyaungtaik*, whence he appeared for the *Patamabyan* examination in June 1897.

This year we have had an application from the Talaing monks of the Amherst district to be admitted to the examination, and to be allowed to have their papers set and answered in their own language."

14. In August and September, having been able to get a Government launch placed at my disposal, I made an extended tour, visiting places in the interior of districts that I should otherwise not have been able to get at. I met everywhere with the kindest and heartiest reception, that showed me how much the people appreciated what the Government is doing for them in the way of education, how friendly they are to the Educational officers, and how much in touch with them the Educational officers are. Within the past eight years the people in the remotest parts have been brought into personal contact with Educational officers as they never were before, and it has been greatly to the advantage of Primary education.

I hope to make another such tour this year in another part of the province, and I have applied to the Port authorities to have a launch again placed at my disposal for the purpose.

15. I would suggest that, for the benefit of the Vernacular school managers, to whom this report as it stands is of no use, extracts that concern them be translated into Burmese, and a shortened form of report, with parts of His Honours' Resolution, be circulated each year.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

16. The following are the statistics for educational institutions in the province. The classification adopted by Mr. Nash in his Quinquennial Report on Education in India has been followed, as ordered by His Honour the Lieutenant-Governor, in his General Department letter No. 704-6C.—10, dated the 31st October 1894.

Class of institution.	1896-97.		1897-98.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
A.—Public Institutions.						
Colleges { Arts ...	2	80	2	88	44	
Colleges { Professional ...	...	...	...	...	...	
Secondary Schools for { Boys ...	227	19,092	260	21,114	81	
Secondary Schools for { Girls ...	33	2,417	34	2,445	72	
Primary Schools for { Boys ...	4,688	119,250	4,410	111,922	25	
Primary Schools for { Girls ...	244	7,336	248	7,090	29	
Special Schools	41	1,135	42	1,110	26	
Total Public Institutions ...	5,235	149,310	4,996	143,769	29	
Private Institutions.						
Advanced teaching	...	...	...	...	...	
Elementary for { Boys ...	10,241	100,507	10,981	110,856	10	
Elementary for { Girls ...	54	743	44	821	19	
Other schools not conforming to departmental standards, for religious instruction only.	290	4,577	259	4,203	16	
Total Private Institutions ...	10,585	105,827	11,284	115,880	10	
GRAND TOTAL ...	15,820	255,137	16,280	259,649	16	

17. The following table shows the classfication of schools according to University, High, Middle, Primary and Female education during the past two years :—

Class of institution.	1896-97.		1897-98.		Average number of pupils	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
Public Institutions.						
University Colleges ...	2	80	2	88	44	
High English Schools	13	4,112	14	4,294	307	
Middle English Schools	54	5,062	57	5,778	101	
Middle Vernacular Schools	160	9,918	189	11,042	58	
Primary Schools	4,688	119,250	4,410	111,922	25	
Special Schools	41	1,135	42	1,110	26	
Female Schools	277	9,753	282	9,535	34	
Total Public Institutions ...	5,235	149,310	4,996	143,769	29	
Private Institutions.						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	10,295	101,250	11,025	111,677	10	
Other schools not conforming to departmental standards, for religious instruction only.	290	4,577	259	4,203	16	
Total Private Institutions ...	10,585	105,827	11,284	115,880	10	
GRAND TOTAL ...	15,820	255,137	16,280	259,649	16	

The number of *Colleges* remains the same, but there are eight more pupils.

High Schools have increased by one and show an increased attendance of 182.

Middle English Schools have increased by three and the attendance by 716.

Middle Vernacular Schools have increased by 29 and the pupils by 1,124.

Primary Schools for boys show a decrease of 278 and in pupils of 7,328. The causes of this decrease are fully shown in Section V. Famine in Upper Burma is responsible for the closing of many schools. It will, I fear, take some time to recover the lost ground. In Lower Burma there has been an increase in both schools and attendance.

Special Schools have increased by one, but the attendance has decreased by 25.

Female education, which will be fully dealt with in Section VII, shows an increase in the number of schools of five, but the attendance has decreased by 218.

Private institution show an increase in both number and attendance.

The following schools were closed during year:—

	Grade.
(1) A. B. M. School, Gyobingauk	IV.
(2) St. Peter's Boys' School, Bassein	IV.
(3) Anglo-Vernacular Town School, Daingwunkwin, Moulmein ...	IV.
(4) Anglo-Vernacular Girls' School, Prome	IV.
(5) A. B. M. School, Amarapura	II.
(6) Anglo-Vernacular School, Myitkyina	IV.

The following schools were opened during the year:—

(1) Anglo-Vernacular Girls' School, Bassein	II
(2) Lutheran Mission Tamil School, Kyauktan, Hanthawaddy ...	IV
(3) Anglo-Vernacular Primary School, Pagan	II
(4) St. Patrick's School, Meiktila	IV
(5) E. W. M School, Yesagyo, Pakôkku district	IV
(6) A. B. M. Mixed School, Myingyan	VII
(7) Empress Victoria Bhuddist Boys' School, Rangoon	VII

The Anglo-Vernacular Town School, Ma-ubin, and St. Andrew's S. P. G. Boys' School, Thayetmyo, were closed as aided schools and were made over to the respective municipalities. The Municipal Girls' School, Rangoon, was closed as a Municipal school and was made over to a committee composed of Buddhist ladies.

18. The following shows the classification of schools according to their management:—

Class of institution.	1896-97.		1897-98.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management.					
Maintained by the department ...	45	2,338	45	2,230	
Maintained by Municipal Boards ...	19	2,197	18	2,355	
Under private management.					
Aided by the Grant-in-aid rules ...	89	8,932	90	9,521	
Aided under Indigenous School rules ...	2,866	93,484	2,924	93,525	
Unaided	2,216	42,359	1,919	36,138	
Total ...	5,235	149,310	4,996	143,769	
Private institutions	10,585	105,827	11,284	115,880	
GRAND TOTAL ...	15,820	255,137	16,280	259,649	

19. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in :—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.						Total.		
												Reading book.			*Not reading book.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1896-97.																				
High English ...	19	5,034	376	47	423	1,286	226	1,512	1,360	249	1,609	1,195	295	1,490	...	...	...	4,217	817	5,034
Middle English ...	63	5,581	...	...	...	1,234	125	1,359	1,678	253	1,931	1,916	375	2,291	...	...	...	4,828	753	5,581
Middle Vernacular ...	178	10,894	...	...	...	763	214	977	2,009	504	2,513	5,218	2,186	7,404	...	...	...	7,990	2,904	10,894
Primary	4,932	126,586	..	...	...	...	...	...	5,438	1,234	6,672	99,476	20,438	119,914	...	...	...	104,914	21,672	126,586
Total ...	5,192	148,095	376	47	423	3,283	565	3,848	10,485	2,240	12,725	107,805	23,294	131,099	...	...	...	121,949	26,146	148,095
1897-98.																				
High English ...	20	5,222	417	59	476	1,507	251	1,758	1,285	242	1,527	1,223	238	1,461	...	...	...	4,432	790	5,222
Middle English ...	65	6,239	...	...	...	1,446	135	1,581	1,918	224	2,142	2,182	334	2,516	...	...	...	5,546	693	6,239
Middle Vernacular ...	209	12,098	...	...	...	881	212	1,093	2,004	525	2,619	5,929	2,457	8,386	...	...	...	8,964	3,104	12,098
Primary	4,658	119,012	...	...	...	...	...	...	5,436	1,304	6,740	91,685	20,587	112,272	...	...	...	97,121	21,891	119,012
Total ...	4,952	142,571	417	59	476	3,834	598	4,432	10,733	2,295	13,028	101,019	23,616	124,635	...	...	...	116,003	26,568	142,571

20. The following statement summarizes the foregoing figures, and gives those of the previous year for comparison, the numbers being taken on the 31st March :—

Stage.	Number of pupils.		Increase.	Decrease.
	1896-97.	1897-98.		
High	423	476	53	...
Middle	3,848	4,432	584	...
Upper Primary	12,725	13,028	303	...
Lower Primary	131,099	124,635	...	6,464
Total ...	148,095	142,571	...	5,524

21. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement, for each district in the province :—

Table showing the number of pupils in all classes of institutions, aided and unaided, for each district in the province.

Division.	District.	In public institutions.										In private institutions.						Grand Total.	
		Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.
Arakan	Akyab	...	...	787	810	3,953	3,290	28	28	4,768	4,128	...	...	5,768	6,663	5,768	6,663	10,536	10,791
	Kyaukpyu	...	...	102	218	783	775	18	12	903	1,005	...	...	1,384	1,394	1,384	1,394	2,287	2,399
	Sandoway	...	...	246	241	538	548	...	...	784	789	...	...	491	274	491	274	1,275	1,063
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...	...	...	49	49	49	49	49	49
Pegu	Rangoon	80	88	4,545	4,413	4,028	4,256	346	383	8,990	9,140	...	...	2,211	2,355	2,211	2,355	11,210	11,495
	Hanthawaddy	...	...	563	654	10,482	10,829	72	81	11,117	11,564	...	...	3,343	3,320	3,343	3,320	14,460	14,884
	Pegu	...	...	568	1,049	5,795	5,479	11	14	6,374	6,542	...	...	3,997	4,199	3,997	4,199	10,371	10,741
	Tharrawaddy	...	...	1,303	1,072	4,216	4,101	13	13	5,532	5,246	...	...	1,527	1,474	1,527	1,474	7,059	6,720
	Prome	...	...	892	962	2,410	2,609	139	6	3,441	3,577	...	...	6,023	5,508	6,023	5,508	9,464	9,175
Irrawaddy	Bassein	...	...	1,468	1,397	4,176	3,964	29	40	5,613	5,301	...	...	3,125	3,018	3,125	3,018	8,738	8,319
	Thongwa	...	...	1,062	992	9,504	9,359	13	14	10,639	10,365	...	...	2,499	2,881	2,499	2,881	13,138	13,246
	Henzada	...	...	782	1,331	6,257	7,031	15	21	7,054	8,383	...	...	5,051	4,872	5,051	4,872	12,105	13,255
	Myaungmya	...	...	713	652	4,710	4,757	15	16	5,438	5,425	...	...	1,210	1,197	1,210	1,197	6,648	6,622
Tenasserim.	Moulmein	...	...	1,971	1,955	2,476	2,105	183	183	4,630	4,243	...	...	378	380	378	380	5,008	4,623
	Amherst	...	...	102	290	2,917	3,375	...	...	3,019	3,665	...	...	3,709	3,501	3,709	3,501	6,728	7,226
	Thaton	...	...	441	496	3,046	3,726	...	...	3,487	4,222	...	...	5,540	5,948	5,540	5,948	9,027	10,170
	Tavoy	...	...	502	417	1,170	1,735	...	...	1,672	2,152	...	...	2,282	2,883	2,282	2,883	3,954	5,035
	Mergui	...	...	391	436	907	864	25	14	1,223	1,314	...	...	1,039	691	1,039	691	2,262	2,005
	Toungoo	...	...	1,201	1,220	4,102	3,834	14	49	5,317	5,103	...	...	3,327	3,227	3,327	3,227	8,644	8,330
	Salween	...	...	...	...	78	...	...	...	78	...	...	...	80	89	80	89	158	89
Mandalay	Mandalay Town ...	...	...	1,530	1,287	6,223	7,235	66	72	7,819	8,044	...	...	2,948	2,923	2,948	2,923	10,767	10,967
	Mandalay District ...	...	...	...	164	1,465	1,458	...	...	1,465	1,622	...	...	5,339	5,304	5,339	5,304	7,804	7,926
	Bhamo	...	...	54	124	338	321	...	...	392	445	...	...	738	686	738	686	1,130	1,131
	Katha	...	...	50	59	594	469	...	...	644	528	...	...	1,597	1,630	1,597	1,630	2,241	2,158
	Myitkyina	...	...	...	...	96	217	...	...	96	217	...	...	109	223	109	223	205	440
	Ruby Mines	...	...	...	...	289	313	...	...	289	313	...	...	513	691	513	691	802	1,004
Sagaing	Shwebo	...	...	201	393	1,207	1,221	18	20	1,426	1,634	...	...	3,858	3,624	3,858	3,624	4,784	5,158
	Sagaing	...	...	278	416	3,531	2,181	26	41	3,835	2,638	...	...	4,207	7,883	4,207	7,883	8,042	10,521
	Lower Chindwin ...	...	...	290	348	3,041	2,354	...	...	3,331	2,702	...	...	5,016	6,274	5,016	6,274	8,347	8,976
	Upper Chindwin ...	...	...	...	...	1,068	1,314	...	...	1,068	1,314	...	...	1,153	1,508	1,153	1,508	2,218	2,822
Meiktila	Kyaukse	...	...	133	173	584	647	29	15	746	835	...	...	2,504	2,180	2,504	2,180	3,250	3,021
	Meiktila	...	...	218	333	1,392	2,207	24	32	1,634	2,572	...	...	3,733	2,855	3,733	2,855	5,372	5,427
	Myingyan	...	...	79	141	7,153	5,612	...	...	7,232	5,753	...	...	5,636	8,838	5,636	8,838	12,868	14,591
	Yamethin	...	...	264	352	11,518	7,329	16	20	11,798	7,701	...	...	1,165	1,215	1,165	1,215	12,963	8,916
Minbu	Minbu	...	...	...	163	4,139	3,405	35	36	4,174	3,604	...	...	3,235	3,140	3,235	3,140	7,409	6,753
	Magwe	...	...	80	92	4,406	2,843	...	...	4,486	2,935	...	...	4,502	4,110	4,502	4,110	5,405	7,045
	Pakokku	...	...	283	320	5,280	5,603	...	...	5,563	5,328	...	...	3,106	5,526	3,106	5,526	8,729	10,854
	Thayetmyo	...	...	510	519	2,054	2,161	...	...	2,564	2,780	...	...	2,647	3,102	2,647	3,102	5,211	5,942
	Total ...	80	88	21,509	23,559	126,586	119,012	1,135	1,110	149,310	143,769	...	...	105,827	115,830	105,827	115,830	255,137	259,049

22. The following table shows the attendance of boys and girls under instruction in the Lower Primary, Upper Primary, Middle, High and Collegiate departments, with percentages :—

Stage of instruction.	Male.		Female.	
	1896-97.	1897-98.	1896-97.	1897-98.
Collegiate	75	83	5	5
High	376	417	47	59
Middle	3,283	3,834	565	598
Upper Primary	10,485	10,733	2,240	2,295
Lower Primary (A)	107,805	101,019	23,294	23,616
Lower Primary (B)	...	...	...	...
Total ...	122,024	116,086	26,151	26,573
	Percentage for males.		Percentage for females.	
	1896-97.	1897-98.	1896-97.	1897-98.
Collegiate	·06	·07	·02	·02
High	·31	·36	·18	·22
Middle	2·69	3·30	2·16	2·25
Upper Primary	8·59	9·25	8·57	8·64
Lower Primary (A)	88·35	87·02	89·07	88·87
Lower Primary (B)	...	...	...	...
Total ...	100	100	100	100

23. The following is a comparative table of the expenditure of the last two years :—

Head of expenditure.	1896-97.		1897-98.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs,	Rs.
University	...	...	...	...
Collegiate	54,505	72,471	52,923	70,088
Secondary	1,89,597	4,70,310	2,04,717	4,74,853
Primary	1,79,905	2,06,309	2,14,107	2,38,044
Female	64,880	1,39,284	69,422	1,43,564
Special	62,628	72,102	64,694	74,847
Scholarships	25,306	25,306	26,543	26,543
Buildings	58,696	1,05,496	44,158	67,958
Furniture and Apparatus	3,350	8,950	6,635	19,905
Miscellaneous	27,890	29,720	42,840	49,657
Superintendence	1,73,487	1,73,487	1,78,339	1,78,339
Total ...	8,40,244	13,03,435	9,04,378	13,43,798

There is a total increase of Rs. 64,134 under net Government expenditure :—

(*a*) The decrease under "Collegiate," and increases under "Female," "Special," and "Scholarships," are very slight, and call for no special remarks.

(*b*) The increase of Rs. 15,120 under "Secondary," and Rs. 34,202 under "Primary," are due to larger grants having been earned by and paid to schools of these grades, Vernacular and Anglo-Vernacular.

(*c*) The expenditure on "Buildings" shows a decrease of Rs. 14,538. The following schools received "Building grants" during the year 1897-98:—

	Rs.
Baptist College, Rangoon	1,500
American Baptist Mission Morton Lane Girls' School, Moulmein...	1,500
St. Patrick's High School, Moulmein	1,500
Roman Catholic Mission Girls' School, Nyaunglebin ...	2,000
St. Mary's Roman Catholic Mission School, Thônzè ...	200
St. Joseph's Roman Catholic Mission School, Yamèthin ...	200
Roman Catholic Mission Technical School, Chanthagôn, Kyauksè...	5,000
Total ...	11,900

(*d*) The increase of Rs. 3,285 under "Furniture and apparatus" is due to more equipment grants having been paid during the year under report, the Industrial School at Chanthagôn, Kyauksè, receiving Rs. 1,200.

(*e*) The increase of Rs. 14,950 under "Miscellaneous" is due to (1) "Examination charges," (2) "Incidental charges under Municipal Expenditure" and "Other sources."

(*f*) The increase of Rs. 4,852 under "Superintendence" is due to increments of salary and acting allowances earned by officers of the Education Department.

The amount of fee receipts under all classes of institutions for the year is Rs. 2,67,182 against Rs. 2,42,860 in 1896-97, showing a satisfactory increase of Rs. 24,322.

24. The following comparative table is of interest:—

Provinces.	Official year ended 31st March.	Public Institutions.			Aided institutions.			Unaided institutions.		Grand total of institutions.	Grand total of students.*
		Number of institutions.	Number of students.*	Average daily attendance.	Number of institutions.	Number of students.*	Average daily attendance.	Number of institutions.	Number of students.		
Bengal	1893-94...	580	38,676	29,548	41,401	1,125,122	827,607	25,236†	385,469	67,217	1,540,267
	1894-95 ..	504	37,631	28,516	41,972	1,175,393	862,440	27,205†	428,495	69,741	1,641,519
	1895-96...	448	37,578	28,694	44,707	1,185,522	881,463	28,697†	453,902	70,853	1,677,002
Punjab	1893-94...	2,117	124,893	100,632	261	20,617	16,311	6,948	115,915†	9,326	261,425
	1894-95...	2,120	123,280	100,179	962	42,935	34,132	5,660	92,486†	8,042	258,701
	1895-96 ..	2,123	126,031	101,210	851	43,518	35,082	5,689	96,036†	8,663	265,615
North-Western Provinces and Oudh.	1893-94...	4,499	201,249	155,910	346	28,023	22,780	6,443	72,337†	11,288	301,609
	1894-95...	4,487	197,190	151,734	346	28,152	22,585	6,250	70,002†	11,083	295,344
	1895-96...	4,526	196,473	154,069	337	27,406	22,440	6,543	77,529†	11,406	301,408
Central Provinces ..	1893-94...	1,163	89,406	59,681	1,115	56,032	35,611	100	3,444	2,378	148,832
	1894-95...	1,181	90,641	61,305	1,106	55,933	36,486	113	4,231	2,400	151,805
	1895-96...	1,251	94,504	62,496	1,116	55,017	35,219	1101	4,580	2,477	154,101
Madras	1893-94...	3,851	170,414	141,723	10,496	357,877	296,095	10,652	221,686†	24,949	749,977
	1894-95 ..	3,954	179,101	147,377	10,339	353,784	291,169	10,899	231,469†	25,142	764,354
	1895-96...	3,931	184,110	150,169	10,385	359,444	293,215	11,750	248,080†	26,066	791,634
Bombay	1893-94...	7,376	474,124	336,509	2,416	110,026	86,321	2,960	81,884†	12,752	666,034
	1894-95...	7,294	484,438	341,289	2,456	113,330	88,704	3,015	84,167†	12,765	681,941
	1895-96...	7,421	497,850	352,962	2,543	118,844	91,984	2,974	87,523†	12,938	704,217
Burma	1893-94...	50	3,906	3,243	1,763	71,624	70,077	13,010	162,020†	14,823	237,550
	1894-95...	54	3,966	3,276	1,948	76,528	74,895	13,082	164,240†	15,084	244,734
	1895-96...	59	4,167	3,481	2,527	92,240	91,145	13,140	157,232†	15,732	253,639

* The figures for scholars are the numbers on the rolls on the last day of each official year.
† Including private schools.

SECTION II.

CONTROLLING AGENCIES.

25. I omitted to mention in the Quinquennial Report that Maung Po Maung, K.S.M., Deputy Inspector of Schools, had acted as Inspector of Schools, Northern Circle, from the 25th June 1896 to 12th October 1896, *vice* Mr. Potter, who went on 3 months and 15 days' privilege leave.

The Eastern, Central and Northern Circles have been continuously in charge of Messrs. Goss, Wedderspoon and Potter, except for two months, July and August, when Mr. Goss went on privilege leave, the work of his circle being done by the Director of Public Instruction.

The Western Circle was placed under Mr. Wilkins, Principal, Moulmein High and Normal Schools, who was appointed to officiate as Inspector of Schools till a new officer was appointed by the Secretary of State *vice* Mr. Wells. Mr. S. W. Cocks, M.A., of Pembroke College, Oxford, who was appointed, arrived on the 20th November 1897, and Mr. Wilkins was kept on, on special duty, till the 28th February 1898, in connection with the work of inspection.

26. The following tables show the work done by the Inspectors of Schools, and by the Deputy and Sub-Inspectors respectively:—

A.—*Inspectors of Schools.*

Name.	Total days in charge.	Days in charge.				Days spent at head-quarters on general duty.	Days spent at head-quarters on inspection duty.	Days spent on tour of inspection.	Number of inspections made.	Remarks.
		Eastern circle.	Central circle.	Northern circle.	Western circle.					
Mr. Goss ...	365	*302	...	...	...	138	48	116	203	
„ Wedderspoon ...	365	...	365	...	...	117	40	208	320	
„ Potter ...	365	...	...	365	...	113	36	216	381	
„ Wilkins ...	334	...	...	...	†235	91	30	213	218	
„ Cocks ...	130	...	...	...	130	53	32	45	50	

* Privilege leave for two months and one day from 30th June 1897.
† Excluding 99 days on special duty, from 21st November 1897 to 28th February 1898.

B.—*Deputy and Sub-Inspectors of Schools.*

Name.	District.	No. of days in charge.	Days spent.		Days inspected		No. of visits paid.		
			Headquarters.	Districts.	Headquarters.	Districts.	Headquarters.	Districts.	Total.
Maung Pa Ha ...	Toungoo ...	365	136	229	33	218	68	302	370
Maung Po Gywè ...	(Sub) Toungoo ...	365	105	260	37	208	112	633	745
Maung Tun Win ...	Thatôn ...	275	119	156	19	64	8	96	104
Maung Tu, B.A. ...	Do. ...	90	38	52	2	28	3	56	59
Maung Po Kyin ...	Amherst ...	365	92	273	...	192	...	453	453
Maung Waik ...	Moulmein ...	248	248	...	168	...	213	...	213
Maung San Yè ..	Tavoy and Mergui ...	365	159	206	62	146	93	280	373
Maung U ...	(Karen) Amherst ...	365	71	294	1	234	1	418	419
Maung So Pe (2) ...	(Talaing) Amherst ...	365	67	298	9	209	9	343	352
Maung Than ...	(Sub) Mergui ...	5	5	...	...	...	...	...	...
Maung Kin Nyo ...	Do. ...	325	169	156	58	110	69	116	185
Maung Shwe Hmôn, A.T.M.	Rangoon ...	365	351	14	288	...	454	...	454
Maung Môn ...	Hanthawaddy ...	365	120	245	28	205	...	748	748
Maung We Lin, B.A. ...	Pegu ...	365	148	217	37	148	48	309	357
Maung Shwe Ni ...	(Karen) Pegu ...	334	41	293	...	239	...	307	307
Maung Lu ...	(Karen) Hanthawaddy, Tharrawaddy and Prome.	365	45	320	11	212	...	220	220
Maung Po Maung, K.S.M.	Prome ...	365	147	218	69	174	136	574	710
Maung Pru ...	Tharrawaddy ...	365	104	261	7	173	5	250	255
Maung Tun Zan U ...	Thayetmyo ...	335	127	208	26	168	73	566	639
Mr. J. Samuel ...	Rangoon ...	365	232	133	117	103	115	123	238
Maung Kyauk Lôn ...	Bassein ...	365	162	203	66	164	83	345	428
Maung Nyan Kyai ...	(Karen) Bassein ...	201	73	128	3	59	3	59	62
Maung Tun Win ...	Do. ...	164	59	105	5	72	...	112	112
Maung Tun Hla (2) ...	Thôngwa ...	365	123	242	45	231	16	675	691

B.—*Deputy and Sub-Inspectors of Schools*—concluded.

Name.	District.	No. of days in charge.	Days spent.		Days inspected.		Number of visits paid.		
			Headquarters.	Districts.	Headquarters.	Districts.	Headquarters.	Districts	Remarks.
Maung Po Ni ...	(Sub-Karen) Thôngwa	365	68	297	55	211	...	257	257
Maung Tun ...	Henzada ...	365	86	279	36	233	86	985	1,071
Maung Po Win ...	Myaungmya ...	274	73	201	7	143	14	332	346
Ainuddin ...	Akyab ...	365	261	104	...	108	...	372	372
Maung Mè Gri ...	Kyaukpyu ...	365	160	205	5	127	4	239	243
Maung Bwa ...	Yamèthin ...	335	96	239	11	187	31	722	*753
Yusuf Khandia ...	Minbu ...	365	74	291	23	232	65	873	*938
Maung Po Tin ...	Magwe ...	322	114	208	12	188	66	903	*909
Maung So Pe (1) ...	Mandalay district ...	365	179	186	29	186	18	557	575
Maung Po San ...	Mandalay town	177	172	5	50	4	97	1	98
Saw Chin Cheng, B.A....	Mandalay town	188	163	25	93	17	78	2	80
Maung Taw Pru ...	Bhamo, Katha, and Myitkyina.	30	13	17	...	1	...	1	1
Maung Ngwe Zin ...	Bhamo, Katha, and Myitkyina.	†288	66	222	7	86	11	166	177
Maung Po Lôn ...	Shwebo and Ruby Mines.	30	23	7	4	7	4	57	61
Maung Po U ...	Shwebo and Ruby Mines.	184	55	129	17	97	65	227	292
Maung Ngwe Zin ...	Shwebo and Ruby Mines.	68 included in †			...	...	...	..	...
Maung Po Tin ...	Sagaing	37	25	12	11	12	48	55	103
Maung Taw Pru ...	Sagaing	320	130	190	29	172	60	893	953
Maung Tun Hla (1) ...	Upper and Lower Chindwin.	365	116	249	31	197	69	755	824
Maung Maung ...	Kyauksè and Meiktila	365	109	256	20	178	61	572	633
Maung Kyaw Yan ...	Myingyan ...	365	100	259	33	205	139	858	997
Maung Po U ...	Pakôkku	15	...	...	...	...	...	...	...
Maung Than ...	Pakôkku	350	144	206	46	168	111	489	600

* Upper Burma.

27. A reference to the work of the Deputy and Sub-Inspectors during the past year will not be out of place. On the whole they have done good work, but I should like to see them do more teaching, and not leave all such work to the Itinerant teachers. A closer supervision by them of the work of the Itinerant and Pupil teachers is needed.

Some of the Deputy Inspectors we shall never get much from; they are hopeless, but as they are officers of some service, we have to wait till their turn comes for retirement. I long to see them replaced by better educated, more efficient, and energetic men.

In Rangoon Town, Maung Shwe Hmôn, A.T.M., has continued to render excellent service, doing all in his power to encourage school managers to keep up their schools in the face of grave discouragement arising from paucity of funds. He is about to take furlough preparatory to retirement, and his long and satisfactory service has just been recognized by the bestowal on him of the title A.T.M.

Maung Waik in Moulmein Town has done good, steady work.

Maung Po Kyin (Amherst district) has worked very satisfactorily, and, in addition to his inspection duties, has helped in the preparation of Talaing Thinbôngyi Readers.

Maung Tu, B.A. (Thatôn district), was on special duty for 275 days in the year in connection with the preparation of the Science Readers. On his return on 1st January 1898 he took up his work with his usual energy. During his absence his place was taken by Maung Tun Win, a teacher from the Moulmein Government School. He proved zealous in his work and bids fair, with more experience, to become a useful officer.

Maung Bwa (Yamèthin) has worked his district well. His influence among the monastic schools is good.

Maung Pa Ha has done his work steadily. A younger man would perhaps be better suited for a district such as Toungoo, where travelling is arduous, but his long experience and acquaintance with the people would be hard to replace.

J. Samuel, whose work lies chiefly in Rangoon and Moulmein, has been diligent in his work and useful in various matters connected with Tamil education.

Maung So Pe (2) (Amherst and Thatôn districts) has done good work among the Talaing schools in his circle. He paid in all 352 visits and appears to have done much to interest the Talaing monks in secular education. As soon as books in Talaing are obtainable, the fruits of his work for the past two years will be seen.

Maung Po Maung, K.S.M., has done his duties with his usual conscientiousness: the state of the Prome district shows it.

Yusuf Khandia has spared no pains to inspect his sub-circle well. His energy shows itself in the condition of the schools. He has gained the sympathy of managers, monastic and lay, who are now working very hard and with considerable success.

Maung Pru has continued to maintain the efficiency of his district. His report was compiled with great care and accuracy.

Maung We Lin, B.A., took over charge of the Pegu district early in the year, and has worked hard to bring it to a state of efficiency.

Maung Môn has worked energetically during the year. The Hanthawaddy district is too large to be efficiently inspected by one man.

Maung Tun Zan U has succeeded in making his pupil-teachers the most efficient in the Central Circle. The result is highly creditable to him. He has done good work in the Thayetmyo district.

Maung Po Tin has inspected the schools of Magwe district well and has done good work.

Maung Lu has been almost continuously on tour. He has this year, as always, done very good work among the Karens, who are encouraged by his example.

Maung Kyauk Lôn (Bassein) is a conscientious and energetic officer. He has done very good work in his district, especially in promoting female education.

Maung Po Win (Myaungmya) was absent on leave for three months. He evinces great interest in his work, but is inclined to spend more time at headquarters than is absolutely necessary.

Maung Mè Gri (Kyaukpyu and Sandoway) is doing better work. His efforts have been rewarded with a fairly satisfactory increase. He spends a disproportionate amount of time at headquarters.

Maung Po San, Deputy Inspector of Schools for Mandalay Town, has been on leave for the greater part of the year. Saw Chin Cheng, B.A., who officiated, has done good work. With more experience he will be a very useful officer.

Maung So Pe (1), Deputy Inspector of Schools for Mandalay district, is a hard worker. He has done much to improve the schools under his charge.

Maung Taw Pru's work during the past two years has shown a marked improvement. He has worked with energy and has done much to improve and spread vernacular education in the Sagaing district.

Maung Ngwe Zin, Deputy Inspector of Schools for Bhamo, Myitkyina and Katha districts, has also done good work. The Itinerant teachers under him are well supervised. He has thoroughly inspected the whole of his sub-circle and has shown himself to be a reliable examiner. He was for a short time in charge of Shwebo and the Ruby Mines in addition to his own sub-circle, *vice* Maung Po U, dismissed.

Maung Maung has worked with energy, and the quality of his work has been good. The Kyauksè and Meiktila districts show good progress.

Maung Kyaw Yan, Deputy Inspector of Schools, Myingyan, one of our hardest workers, has done another good year's work. He is much respected in his district.

28. The Central Circle under Mr. Wedderspoon still continues to be the most advanced in every respect. He has been able to inspire all under him with the energy and thoroughness that characterize his own work.

The Eastern Circle is more backward than it should be: it needs rousing.

The Northern Circle, under Mr. Potter, has advanced considerably and will continue to do so. He is closely supervising the work, both Vernacular and

Anglo-Vernacular. His report was meagre and unsatisfactory, I regret to have to point out.

The Western Circle has for the last three or four years laboured under the very serious disadvantage of not having the continuous supervision of one Inspector of Schools. This has, owing to sickness and death, been unavoidable. I trust that now under Mr. Cock's supervision this circle will pick up.

Mr. Wilkins, who officiated, did very good, useful work, and I was sorry to lose him as an Inspector of Schools, when he had to revert. The experience and insight he has gained will be of great use to him in his work at Moulmein.

SECTION III.

UNIVERSITY EDUCATION.

29. The following table shows the average number on the rolls, and the average attendance during the past two years, of the Rangoon College teaching up to B.A., and the Baptist College teaching up to F.A.:—

Institution.	Average number on the rolls		Average attendance.	
	1896-97.	1897-98.	1896-97.	1897-98.
Rangoon College	70	86	62	70
Baptist College, Rangoon	7	6	7	6
Total ...	77	92	69	76

Of the 86 pupils on the rolls in the Rangoon College, 13 were in the B.A. and 73 in the two F.A. classes. In the Baptist College six pupils were in the F.A. classes. From the former, eight went up for the B.A. as against 10 last year, and four passed. One candidate took Honours in English, and passed at the top of the second division; 34 went up for the F.A. as against 25 last year; five passed in the second division and 16, in the third.

In the Baptist College there were 10 students, 4 of whom were in the Normal School as well. Five went up for the F.A. and 1 passed. The failure, the Principal says, is partly due to the boys having the two courses to work at, the F.A. and the Normal.

The College students are all promoted from the school, and are mostly Karens, who are rather slow, and sometimes backward, and have not, like students elsewhere, been used to speaking English from their early days.

Two private students went up for the F.A.: Mr. Mitchell, Head Master of the Engineering School, passed high in the first division, and Brother Peter Chrysologus, of St. Paul's High School, passed high in the second division.

30. The Principal of the Rangoon College in his report says that the Lecturers are unanimously of opinion that in the last two years there has been a falling off in the quality of matriculated students. The figures for the Entrance are:—

Years.	First Division.	Second Division.	Third Division.
1893-94	8	14	21
1894-95	9	29	27
1895-96	9	37	24
1896-97	12	42	33

Judging from these results, the quality has steadily risen. If those who passed in the first and second divisions joined the College, the quality ought to have been higher each year.

After a sufficient trial it was decided to abolish the A course, as there were no candidates for it. Five of the six successful candidates for the last Myoôk-ship examination were from the College.

With the sanction of the Government a separate hostel for College students is to be opened, and the time has come for considering the question of providing separate buildings for the College. The Science Laboratory and lecture-rooms are not a credit to the Province. The College students should be separated in every way from the boys in the School Department.

The College has done well under the Principal, Mr. Rose, and the Lecturers. The work necessitated by the addition of Honours classes falls heavy on the present staff.

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER.

(Standards V—IX inclusive.)

31. The following statement shows the classification of the Anglo-Vernacular and indigenous boys' and girls' schools respectively in which Secondary instruction is given and the number of pupils in attendance during the years 1896-97 and 1897-98:—

Classification of schools.	1896-97.		1897-98.	
	Schools.	Pupils.	Schools.	Pupils.
A.—BOYS.				
High English.				
Maintained by the department	2	1,057	2	970
Maintained by Municipal Boards	3	643	3	747
Aided under the Grant-in-aid rules	8	2,412	9	2,577
Unaided	...	...	...	...
Total ...	13	4,112	14	4,294
Middle English.				
Maintained by the department	...	...	1	95
Maintained by Municipal Boards	13	1,331	15	1,608
Aided under the Grant-in-aid rules	41	3,731	41	4,075
Unaided	...	...	...	...
Total ...	54	5,062	57	5,778
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid rules	...	...	...	...
Aided under the Indigenous School rules ...	160	9,918	189	11,042
Total ...	160	9,918	189	11,042
GRAND TOTAL ...	227	19,092	260	21,114
B.—GIRLS.				
High English.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid rules	6	922	6	928
Unaided	...	...	...	...
Total ...	6	922	6	928
Middle English.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid rules	9	519	8	461
Unaided	...	...	...	...
Total ...	9	519	8	461

Classification of schools.	1896-97.		1897-98.	
	Schools.	Pupils.	Schools.	Pupils.
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid rules	...	...	...	...
Aided under the Indigenous School rules ...	18	976	20	1,056
Total ...	18	976	20	1,056
GRAND TOTAL ...	33	2,417	34	2,445

There is an increase all round in both the number of schools and the attendance, except in the Middle English schools for girls, where there is a decrease of one school and of 58 pupils, and in High English schools maintained by the department, where there is a decrease of 87 pupils.

This year we show boys' and girls' schools separately.

The increase in Middle Vernacular schools is encouraging. It means that Vernacular education is not stopping, as in former years, at Standard IV.

A.—*Upper and Lower Secondary.*

32. The following are the results of the Calcutta Entrance and the Seventh Standard examinations for the past two years:—

Class of institution.	1896-97.			1897-98.		
	Entrance (IX Standard).	Middle (VII Standard).	Total.	Entrance (IX Standard).	Middle (VII Standard).	Total.
From schools under public management ...	52	105	157	59	164	223
From public schools under private management and aided under the Grant-in-aid rules.	35	149	184	46	256	302
From public schools under private management and aided under the Indigenous School rules.	...	12	12	...	37	37
Total ...	87	266	353	105	457	562

The Entrance results show a rise from 87 last year to 105 this. The passes in the first division have fallen by four; those in the second and third divisions have risen by 7 and 15 respectively. The Government High School and St. Patrick's, Moulmein, have not done so well this year. The Prome Municipal School again takes the lead. St. John's College, S. P. G., has made a good start. The Sgau-Karen High School, Bassein, has passed no students. This school needs better teaching and closer supervision. It passed two students in 1893-94, and two in 1895-96, in the third division. The Rangoon Collegiate School heads the list as to the number of passes; but for a school of its size and staff there should be more passes in the first division.

In all 220 students went up, 29 girls and 191 boys. Eight private students and 14 teachers went in, one of the latter passing. It is interesting to notice that four boys who were sent to India for education, came back here, and appeared as private students. They all failed; one boy who was sent away has since returned, and is looking about for private tuition to enable him to go up. It would have been better for them all had they not left the schools they were in in this province.

The passes by the Seventh standard have largely increased; this has in no way been due to any leniency in examining. The test is made a searching one.

Schools everywhere are improving; better teachers are, under the half-salary grant and the Teachers' test systems, being appointed, and there is better supervision and better work all round.

The test is stricter now than it ever was; but the fact is that the examination being now a purely school test, it allows of the fullest consultation between managers and the department as to the results. A comparison of the results with those of the weekly or monthly examinations held in the school by the head master or the manager gives pupils every chance.

The progress in the Northern Circle has been specially marked. The half-yearly inspections by the educational officers have done much to contribute to the good results in the province.

The effect of the good work has been shown in the Middle English scholarship results. The Northern Circle last year gained one scholarship; this year it has carried off six, the pupils taking high places. The quality of the work all over the province, as shown in the Middle English scholarship results, has greatly improved. Quite half the candidates passed in English and in Mathematics. The second language results were not so good, but the marking was a bit severe.

The only districts that did poorly were Toungoo and Shwegyin. Moulmein should have done better.

Nearly 60 per cent. of the scholarships were won by schools in the districts, the Rangoon schools winning about 40 per cent.

This steady improvement in Secondary education, and the improved results in Government aided and Municipal schools, is due very largely to the systematic half-yearly inspection by the officers of the department, and to the fact that the examinations are held by them and not by the managers. *Both teachers and pupils work better for the knowledge that an outside test of their work is applied each year.* For the last nine years every effort has been made to graduate and systematize work, to introduce better methods of teaching and school management, and to require a higher standard of efficiency. Our efforts have been attended with a fair amount of success and will bring more. *Any return to the old system will have the effect of throwing Secondary education back.*

33. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1896-97 and 1897-98:—

Name of school.	1896-97.				1897-98.			
	First division.	Second division.	Third division.	Total.	First division.	Second division.	Third division.	Total.
Rangoon Collegiate School	4	11	10	25	3	20	17	40
Diocesan Boys' High School, Rangoon ...	1	1	1	3	...	1	3	4
Diocesan Girls' High School, Rangoon ...	...	...	...	...	...	1	...	1
Akyab Municipal High School	...	3	1	4	...	...	3	3
Moulmein High School	1	6	4	11	...	3	4	7
Bassein High School	2	3	1	6	...	1	2	3
Bassein Sgau-Karen High School	...	...	...	...	...	...	...	...
Prome Municipal High School	2	2	2	6	2	2	2	6
St. Paul's High School, Rangoon	2	3	2	7	...	6	4	10
St. John's College, S. P. G., Rangoon ...	...	1	...	1	...	7	2	9
Baptist College, Rangoon	...	2	5	7	...	2	4	6
Episcopal Methodist Girls' High School, Rangoon	...	2	...	2	1	1	...	2
St. John's Convent School, Rangoon ...	...	...	2	2	2	1	1	4
St. Joseph's Convent School, Moulmein ...	...	3	...	3	...	1	...	1
St. Patrick's School, Moulmein	...	1	4	5	...	1	1	2
St. Joseph's Convent School, Mandalay ...	...	1	...	1	...	...	2	2
English Girls' High School, Moulmein ...	...	...	1	1	...	1	...	1
Madooray Pillay's High School, Rangoon ...	...	3	...	3	...	1	3	4
St. Luke's S. P. G. School, Toungoo... ...	...	...	...	...	...	...	...	...
Total ...	12	42	33	87	8	49	48	105

34. The following tables show the number of passes in the Middle department of the schools of the province for the years 1896-97 and 1897-98:—

A.—*Anglo-Vernacular.*

Class of institution.	1896-97.				1897-98.							
					V.		VI.		VII.		Total.	
	V.	VI.	VII.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
From schools under public management ...	184	148	105	437	264	...	178	...	164	...	606	...
From public schools under private management and aided under the Grant-in-aid rules.	418	273	149	840	528	80	303	72	206	50	1,037	202
Total ...	602	421	254	1,277	792	80	481	72	370	50	1,643	202

B.—*Vernacular.*

Class of institution.	1896-97.				1897-98.							
					V.		VI.		VII.		Total.	
	V.	VI.	VII.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
From schools under indigenous rules ...	367	113	12	492	342	46	133	13	35	2	510	61
From schools under Missionary management.	18	31	29	78	4	23	2	14	4	14	10	51
Total ...	385	144	41	570	346	69	135	27	39	16	520	112

In Anglo-Vernacular schools the results of the Middle department are good. The improvement this year has been most marked in all subjects, and especially in the optionals taken up.

The examinations everywhere have been done very carefully and systematically and strictly in accordance with the Code. In the case of pupils who failed, teachers have been consulted and the fullest consideration has been paid to their opinion in the matter of promotion. No pupil has been kept back who would have been the better for promotion.

Managers and teachers feel the great advantage of having an annual departmental examination behind them. If a departmental test were to be done away with, little or no work would be done.

A Burman boy's sole idea is to get promotion; whether he benefits by it or not is immaterial to him. Before the Inter-School Rules were introduced he got it, or tried to by threatening to go to some other school; before departmental tests were required, he got it by systematic pressure brought to bear on his teacher and the manager, who in most cases do not resist the appeals of parents and guardians. Under this system everything turned on the assistant master. It is not a question whether head masters or principals or managers can make promotions fairly, but whether assistant masters will advise them properly.

Under the new system masters and pupils and parents feel that work is the only means of success, and the result is better work and better results all round, and an enormous sense of relief to the school manager. So much is the system appreciated, that several managers decline to examine Standards I, II, and III, which they are entitled to do, and ask the Inspectors to examine the school right through.

Vernacular Middle schools have likewise advanced.

35. The following tables show the attendance and expenditure in Government and aided schools of Secondary instruction :—

Class of institution.	Number of schools.	Number of pupils on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	From Government funds.	From all other sources.	Total.
A.—Boys.					Rs.	Rs.	Rs.
High English—							
Maintained by the department	2	970	981	838	20,277	36,553	56,830
Maintained by Municipal Boards.	3	747	670	567	21,379	18,639	40,018
Aided under the Grant-in-aid rules.	9	2,577	2,587	2,192	31,982	86,428	1,18,410
Total ...	14	4,294	4,238	3,597	73,638	1,41,620	2,15,258
Middle English—							
Maintained by the department	1	95	88	72	2,490	1,490	3,980
Maintained by Municipal Boards.	15	1,608	1,541	1,342	39,729	29,030	68,759
Aided under the Grant-in-aid rules.	41	4,075	4,411	3,534	41,080	97,996	1,39,076
Total ...	57	5,778	6,040	4,948	83,299	1,28,516	2,11,815
Middle Vernacular—							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid rules.	...	...	...	...	...	...	...
Aided under the rules for indigenous schools.	189	11,042	11,042	11,042	47,780	...	47,780
Total ...	189	11,042	11,042	11,042	47,780	...	47,780
Grand Total ...	260	21,114	21,320	19,587	2,04,717	2,70,136	4,74,853
B.—Girls.					Rs.	Rs.	Rs.
High English—							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid rules.	6	928	892	728	21,134	46,782	67,916
Total ...	6	928	892	728	21,134	46,782	67,916
Middle English—							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid rules.	8	461	446	369	10,695	16,424	27,119
Total ...	8	461	446	369	10,695	16,424	27,119
Middle Vernacular—							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid rules.	...	...	...	...	...	...	...
Aided under the rules for indigenous schools.	20	1,056	1,056	1,056	3,108	...	3,108
Total ...	20	1,056	1,056	1,056	3,108	...	3,108
Grand Total ...	34	2,445	2,394	2,153	34,937	63,206	98,143

SECTION V.

PRIMARY EDUCATION.

36. The following statement gives the statistics of Primary schools, including pupils in the Primary departments of Middle and High schools, for the last two years :—

Class of institution.	Number of primary schools under inspection.		Attendance.		Number of pupils passed							
					Upper Primary (Standards III and IV).				*Lower Primary (Standards I and II).*			
	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.			1896-97.	1897-98.		
						Boys.	Girls.	Total.		Boys.	Girls.	Total.
Public schools, under public management.	22	21	2,108	2,141	693	677	...	677	859	742	...	742
Public schools under private management.	88	88	6,850	6,952	1,816	1,565	292	1,857	2,273	2,116	404	2,520
Indigenous schools—												
Burmese	4,486	4,221	116,908	109,709	3,421	3,421	623	4,044	23,037	20,687	5,613	26,300
Karen	516	501	15,582	15,107	1,087	797	441	1,238	4,255	2,983	1,762	4,745
Mahomedan	30	55	1,190	1,805	22	7	2	9	128	147	28	175
Tamil	49	51	1,173	1,307	108	55	25	80	375	303	91	394
Kachin	1	1	13	45	3	6	3	9	4	12	6	18
Chin	...	1	...	65	...	3	1	4	...	15	6	21
Talaing	...	13	...	532	...	...	...	...	...	...	...	...
Total ...	5,192	4,952	143,824	137,663	7,150	6,531	1,387	7,918	30,931	27,005	7,910	34,915

Under the head Public schools under public management a net decrease of one has taken place, the Municipal Girls' School, Rangoon, and the Municipal School, Pantanaw, having been closed, while at Ma-ubin a Municipal school has been established. There has been but little change in the attendance at these institutions, but full passes under both Upper and Lower Primary standards have fallen slightly. They occurred chiefly in the Pegu division, though Arakan and Tenasserim both contributed to the decrease. In the Irrawaddy division there is a slight increase.

Schools under private management remain the same in number, but the attendance and passes have increased.

Burmese indigenous schools show a decrease in number and in attendance. This is accounted for further on in this section. The progress shown by the increases in full passes is very satisfactory. It may fairly be assumed that much of the success gained, especially in Standards I and II, is the outcome of the work of the Itinerant teachers.

Among *Karen* schools there is a loss of 15. The decrease of pupils is in proportion. In certain localities it has not been possible to find funds to pay as many Karen certificated teachers as formerly, and so some small schools have had to be given up. The schools still open are as a rule carried on with vigour, and the results attained are very satisfactory, there being a good rise in Upper Primary passes, and a still better one under Lower Primary standards.

Mahomedan schools have increased in numbers and in attendance. The passes have fallen in the Upper Primary stage, but increased in the Lower Primary.

Tamil schools show little change. The passes have fallen in Upper Primary and risen in the Lower Primary.

The *Kachin* schools remain the same in number, but have better passes in both Upper and Lower Primary.

There is only one *Chin* Vernacular school, that under the American Baptist Mission, at Sandoway. It has fallen off in numbers; and while the passes by Standards I and II have slightly increased, the passes by Standards III and IV have fallen from 18 to 4.

The bringing on the register of 13 *Talaing* schools, with an attendance of 532, is satisfactory. When the text-books have been prepared, we shall have some passes by the Lower Primary standard.

37. The following statement gives the number of Itinerant teachers in each division :—

Division.	Number of Itinerant teachers.	
	1896-97.	1897-98.
Arakan	19	21
Tenasserim	20	21
Pegu	19	28
Irrawaddy	26	27
Meiktila	17	20
Minbu	17	24
Mandalay	18	18
Sagaing	23	22
Total ...	159	181

This is a very useful body of men, on whom to a great extent depends the spread of primary education. I should like to see their numbers steadily increased, and an allowance of Rs. 10 a month given them to insure them against loss incurred by their itineration.

38. The following paragraphs give details of the schools in each division:—

A.—NON-INDIGENOUS SCHOOLS.

Arakan Division.

39. Full passes were gained as below.

Class of institution.	FULL PASSES.																				
	1896-97.					1897-98.															
	Lower Primary.		*Upper Primary.*			*Lower Primary.*						*Upper Primary.*						*Total.*			
	I.	II.	III.	IV.	Total.	I.		Total.	II.		Total.	III.		Total	IV.		Total.	Boys.	Girls.	Total.
						Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
In Government and Municipal schools	58	75	52	36	221	52	...	52	47	...	47	72	...	72	33	...	33	204	...	204
In registered grant-in-aid schools ...	7	9	7	3	26	3	2	5	6	3	9	5	1	6	...	11	11	14	17	31
Total ...	65	84	59	39	247	55	2	57	53	3	56	77	1	78	33	11	44	218	17	235

Female education in Arakan is still backward. The Arakanese take little or no interest in this matter, and withdraw their girls from school at a very early age. The falling off of passes in Municipal schools is not creditable. The Upper Primary stage is somewhat better than the Lower.

Pegu Division.

Full passes were gained as below.

Class of institution.	FULL PASSES.																				
	1896-97.					1897-98.															
	Lower Primary.		*Upper Primary.*			*Lower Primary.*						*Upper Primary.*						*Total.*			
	I.	II.	III.	IV.	Total.	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
						Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
In Government and Municipal schools	141	140	145	128	554	91	...	91	120	...	120	119	...	119	56	...	56	386	...	386
In registered and aided schools ...	586	525	573	374	2,058	621	117	738	507	105	612	424	80	504	371	58	429	1,923	360	2,283
Total ...	727	665	718	502	2,612	712	117	829	627	105	732	543	80	623	427	58	485	2,309	360	2,669

The Municipal Girls' School, Rangoon, was closed and re-opened as a grant-in-aid school. This is the only change under the head of Government and Municipal Schools during the year. In these schools the falling off in passes in the first three standards is due to fluctuation in the number presented, and to the abolition of the Municipal Girls' School, Rangoon. In Standard IV the reduction is mainly due to the number of failures in the Rangoon Collegiate School and in the Pegu Municipal School. The former had its numbers reduced during the year, and this in part accounts for the reduction. The Prome and Paungdè Municipal schools show little change during the year, although the attendance at the latter is now greater than before.

Under the head of Registered grant-in-aid schools there is an increase of five schools, namely, The Oriental Boys' School, the Empress Victoria Buddhist Boys' School the Empress Victoria Buddhist Girls' School, all in Rangoon, the Bombay-Burma Anglo-Vernacular School, Dalla, and the Methodist Episcopal Tamil School, Pegu. There is no loss during the year. The passes in these schools during the year show increases in every standard except the third, where they fell from 573 to 504. The largest falling off in the Primary department takes place in St. Paul's School, the Baptist College, St. John's College, St. Barnabas' School, Pazundaung, and the American Baptist Mission School, Zigôn. In the case of the latter the opening of a bogus school under a dismissed master lowered the attendance, and in the case of the others, except St. Paul's, the decrease was almost entirely in the first three standards. In St. Paul's the passes by Standards III and IV fell considerably. The schools which show the largest increases in passes by the Primary standards are the American Baptist Mission Tamil School, Dalhousie street, and the American Baptist Mission Boys' School, Lanmadaw. The three new schools in Rangoon Town, the two Empress Victoria Buddhist Schools and the Oriental Boys' School have made a good beginning.

Irrawaddy Division.

Full passes were gained as below:—

Class of institution.	Full passes.																				
	1896-97.					1897-98.															
	Lower Primary.		*Upper Primary.*			*Lower Primary.*						*Upper Primary.*						*Total.*			
						I.			II.			III.			IV.					
	I.	II.	III.	IV.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
In Government and Municipal schools.	118	109	98	50	375	105	...	105	141	...	141	125	...	125	93	...	93	464	...	464
In registered Grant-in-aid schools.	116	167	137	102	522	64	33	97	116	25	141	124	25	149	105	15	120	409	98	507
Total ...	234	276	235	152	897	169	33	202	257	25	282	249	25	274	198	15	213	873	98	971

In the number of passes gained by Government and Municipal schools there is a satisfactory increase. The grant-in-aid schools have not improved much on last year's figures.

Tenasserim Division.

Full passes were gained as below:—

Class of institution.	Full passes.																				
	1896-97.					1897-98.															
	Lower Primary.		*Upper Primary.*			*Lower Primary.*						*Upper Primary.*						*Total.*			
						I.			II.			III.			IV.					
	I.	II.	III.	IV.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Government and Municipal schools.	92	110	93	82	377	92	...	92	77	...	77	92	...	92	65	...	65	326	...	326
Registered grant-in-aid schools.	269	258	264	144	935	210	35	245	184	53	237	174	40	214	99	35	134	667	163	830
Total ...	361	368	357	226	1,312	302	35	337	261	53	314	266	40	306	164	35	199	993	163	1,156

Government and Municipal schools in this division show no change as to numbers, there being still five at work. In full passes, however, there are decreases in Municipal and Government schools of 51, and in grant-in-aid schools of 105, the loss being heaviest under Standards II and III. In the former institutions Standard II was the weak one; in the others Standard III.

The Government school, Moulmein, continues very popular, but did not do so well as it has done in the past.

Tavoy school, under its new Head Master Mr. Nepean, has made progress; so also in a lesser degree have those at Mergui and Thatôn.

The Shwegyin school again shows a decrease in passes. Its future prospects are not very encouraging, and I doubt whether a Middle School should be kept up.

Among the registered grant-in-aid schools one has been closed, the Anglo-Vernacular Town School, Daingwunkwin, Moulmein. The manager, a Burman, had neither the ability nor the energy necessary to command success.

In the following schools,—

St. Luke's S. P. G. School, Toungoo,
Roman Catholic Mission Boys' School, Toungoo,
St. Joseph's Convent School, Toungoo,
Mizpah Hall Tamil School, Moulmein,
St. Augustine's S. P. G. School, Moulmein,
St. Matthew's School, Moulmein,

the falling off in passes was mainly in Standards I, II, and III, and is due either to a smaller number of pupils being presented or to the test applied being more searching. The examination of these classes was conducted by the managers, and there is reason to believe that they have felt the necessity of exacting a higher standard of efficiency from their pupils before allowing them promotion.

St. Patrick's School, St. Joseph's Convent, the English Girls' High School, the American Baptist Mission Karen and the American Baptist Mission Boys' Schools, all in Moulmein, have gained more full passes than in 1896-97. The improvement in St. Patrick's and the English Girls' High School under all standards is very commendable.

The Cantonment School, Moulmein, has maintained its position. The American Baptist Mission Paku-Karen School, Toungoo, has suffered from a change of Superintendents. The American Baptist Mission Karen School, Shwegyin, owing to severe illness among the pupils, has met with a check that is probably only temporary. The American Baptist Mission Karen School, Tavoy, for want of funds has had to restrict the attendance: hence the falling off of passes.

Mandalay Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.																				
	1896-97.					1897-98.															
	Lower Primary.		*Upper Primary.*			*Lower Primary.*						*Upper Primary.*						*Total.*			
						I.			II.			III.			IV.					
	I.	II.	III.	IV.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
In Government and Municipal schools.	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In registered and aided schools.	103	90	82	30	305	97	8	105	85	12	97	52	10	62	62	12	74	296	42	338
Total ...	103	90	82	30	305	97	8	105	85	12	97	52	10	62	62	12	74	296	42	338

The number of passes gained has increased 11 per cent. in this division. Fuller details ought to have been given by the Inspector of Schools. His report is very meagre.

Sagaing Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.																				
	1896-97.					1897-98.															
	Lower Primary.		Upper Primary.			Lower Primary.						Upper Primary.						Total.			
						I.			II.			III.			IV.					
	I.	II.	III.	IV.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
In Government and Municipal schools.	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In registered and aided schools.	30	37	27	16	110	21	...	21	35	...	35	28	...	28	30	...	30	114	...	114
Total ...	30	37	27	16	110	21	...	21	35	...	35	28	...	28	30	...	30	114	...	114

The number of passes gained has increased 3·6 per cent. in this division.

The Town School, Sagaing, and the E. W. M. School, Mônywa, show progress. The number of passes gained by the S. P. G. School, Shwebo, has slightly decreased owing to the girls' branch being now Vernacular.

Minbu Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.																				
	1896-97.					1897-98.															
	Lower Primary.		Upper Primary.			Lower Primary.						Upper Primary.						Total.			
						I.			II.			III.			IV.					
	I.	II.	III.	IV.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
In Government and Municipal schools.	8	8	5	4	25	6	...	6	11	...	11	12	...	12	10	...	10	39	...	39
In registered and aided schools.	5	12	7	7	31	31	1	32	41	4	45	25	2	27	15	...	15	112	7	119
Total ...	13	20	12	11	56	37	1	38	52	4	56	37	2	39	25	...	25	151	7	158

The numbers in the Government Anglo-Vernacular School, Minbu, have risen, and this accounts for the increased number of passes.

The Anglo-Vernacular Town School, Sinbyugyun, was examined for the first time during the year, and did very well.

The E. W. M. School, Pakôkku, shows progress. The staff is, however, still weak, and the school needs much closer and more effective supervision.

Meiktila Division.

The number of passes gained was as follows:—

Class of institution.	Full passes.																				
	1896-97.					1897-98.															
	Lower Primary.		Upper Primary.			Lower Primary.						Upper Primary.						Total.			
						I.			II.			III.			IV.					
	I.	II.	III.	IV.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
In Government and Municipal schools.	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In registered and aided schools.	24	35	25	18	102	53	3	56	42	3	45	31	2	33	20	1	21	146	9	155
Total ...	24	35	25	18	102	53	3	56	42	3	45	31	2	33	20	1	21	146	9	155

The passes show an increase; but the Inspector of Schools has given no details.

B.—Indigenous Schools.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1898.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed Middle School Examination (Standards V, VI, & VII). Boys.	Girls.	Upper Primary Examination (Standards III & IV). Boys.	Girls.	Lower Primary Examination (Standards I & II). Boys.	Girls.	Direct expenditure from Public Funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic ..	94	8	27	75	2,148	24	2,172	44	1,244	7	...	...	13	...	298	6	...	6,364	2,244	8,608	4,415	4,193	...	31	904	17	58·67
		Lay ...	28	2	9	21	802	257	1,059	20	784	255	17	...	65	9	184	71								1	18	2	95·24
		Total ...	122	10	36	96	2,950	281	3,231	64	2,028	262	17	...	78	9	482	77	...	6,364	2,244	8,608	4,415	4,193	...	32	922	19	66·67
	Northern Arakan.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic ..	35	5	...	40	760	...	760	21	468	...	1	...	7	...	170	...	...	1,714	48	1,762	491	1,271	...	19	292	...	52·50
		Lay ..	7	...	2	5	108	39	147	3	92	28	6	...	15	4	32	5								2	16	11	60·00
		Total ...	42	5	2	45	868	39	907	24	560	28	7	...	22	4	202	5	...	1,714	48	1,762	491	1,271	...	21	308	11	53·33
	Sandoway	Monastic ...	12	3	3	12	247	...	247	11	243	...	...	...	7	...	88	...	534	1,979	324	2,837	1,695	1,142	...	1	4	...	91·67
		Lay ..	20	3	7	16	361	96	457	16	361	96	11	3	43	5	167	39								...	...	...	100·00
		Total ...	32	6	10	28	608	96	704	27	604	96	11	3	50	5	255	39	534	1,979	324	2,837	1,695	1,142	...	1	4	...	96·43
Pegu.	Rangoon Town.	Monastic ...	14	1	1	14	323	...	323	7	187	..	...	...	...	...	93	...	...	...	7,424	7,424	7,194	230	...	7	136	...	50·00
		Lay ...	57	1	5	53	1,392	996	2,388	47	1,303	941	...	22	88	42	609	357								6	89	55	88·68
		Total ..	71	2	6	67	1,715	996	2,711	54	1,490	941	..	22	88	42	702	357	...	...	7,424	7,424	7,194	230	...	13	225	55	80·60
	Hanthawaddy	Monastic ...	240	16	10	246	5,673	11	5,684	87	2,733	11	1	...	109	...	993	10	...	13,596	...	13,596	9,964	3,632	...	159	2,940	...	35·37
		Lay ...	113	26	32	107	1,907	1,363	3,330	80	1,675	1,185	8	...	96	26	731	484								27	292	178	74·77
		Total ...	353	42	42	353	7,640	1,374	9,014	167	4,408	1,196	9	...	205	26	1,724	494		13,596	...	13,596	9,964	3,632	...	186	3,232	178	47·31
	Pegu	Monastic ...	47	9	6	50	1,508	...	1,508	50	1,598	...	1	...	83	...	584	...	70	11,322	880	12,272	10,017	2,255	...	...	...	...	100·00
		Lay ...	80	14	16	78	1,925	1,097	3,022	78	1,925	1,097	10	2	138	27	723	370								...	...	...	100·00
		Total ...	127	23	22	128	3,523	1,097	4,620	128	3,523	1,097	11	2	221	27	1,307	370	70	11,322	880	12,272	10,017	2,255	...	...	...	...	100·00
	Tharrawaddy	Monastic ...	53	10	13	50	1,481	9	1,490	37	1,304	9	...	...	25	...	395	...	...	7,172	1,934	9,106	7,595	1,511	...	13	177	...	74·00
		Lay ...	52	15	14	54	1,549	633	2,182	50	1,470	595	28	...	108	17	529	180								4	79	38	92·59
		Total ...	106	25	27	104	3,030	642	3,672	87	2,774	604	28	...	133	17	924	180	...	7,172	1,934	9,106	7,595	1,511	...	17	256	38	83·65
	Prome	Monastic ...	53	6	5	54	1,616	1	1,617	52	1,576	1	1	...	52	...	677	1	110	5,310	8,554	13,974	9,237	4,737	...	2	40	...	96·30
		Lay ...	28	4	1	31	1,208	467	1,675	30	1,192	457	52	4	163	23	545	217								1	16	10	96·77
		Total ...	81	10	6	85	2,824	468	3,292	82	2,768	458	53	4	215	23	1,222	218	110	5,310	8,554	13,974	9,237	4,737	...	3	56	10	96·47
Waddy.	Bassein	Monastic ...	30	9	2	37	1,341	19	1,360	37	1,341	19	23	...	61	...	483	...	...	7,878	2,784	10,662	3,763	6,899	...	...	...	...	100·00
		Lay ...	29	7	6	30	901	362	1,263	30	901	362	17	1	64	4	244	84								...	...	...	100·00
		Total ...	59	16	8	67	2,242	381	2,623	67	2,242	381	40	1	125	4	727	84	...	7,878	2,784	10,662	3,763	6,899	...	...	...	...	100·00
	Thôngwa	Monastic ...	164	20	24	160	4,207	25	4,232	55	2,123	25	4	...	107	...	909	3	...	12,300	2,906	15,206	8,616	6,590	...	105	2,084	...	34·38
		Lay ...	79	18	21	76	2,125	1,221	3,346	68	2,005	1,142	34	1	167	25	835	490								8	120	79	89·47
		Total ...	243	38	45	236	6,332	1,246	7,578	123	4,128	1,167	38	1	274	25	1,744	493	...	12,300	2,906	15,206	8,616	6,590	...	113	2,204	79	52·12

Irra	Myaungmya	Monastic	...	122	14	4	132	2,796	1	2,797	35	1,315	1	12	...	93	...	393	1	...	4,993	1,955	6,948	4,191	2,757	...	97	1,481	...	26·52
		Lay	...	46	11	10	47	815	550	1,365	20	529	289	...	...	32	8	145	80								27	286	261	42·55
		Total	...	168	25	14	179	3,611	551	4,162	55	1,844	290	12	...	125	8	538	81	..	4,993	1,955	6,948	4,191	2,757	...	124	1,767	261	30·73
	Henzada	Monastic	...	84	16	...	100	3,640	24	3,664	60	2,760	24	11	...	128	...	1,175	...	...	8,003	4,260	12,263	6,487	5,776	...	40	880	...	60·00
		Lay	...	47	9	8	43	1,616	875	2,491	37	1,419	796	14	...	109	24	534	304	...							11	197	79	77·08
		Total	...	131	25	8	148	5,256	899	6,155	97	4,179	820	25	...	237	24	1,709	304	...	8,003	4,260	12,263	6,487	5,776	...	51	1,077	79	65·54
Tenasserim.	Moulmein	Monastic	...	22	3	2	23	620	...	620	23	620	...	10	...	73	...	173	...	6,799	...	...	6,799	4,959	1,840	...	...	...	...	100·00
		Lay	...	27	1	1	27	778	549	1,327	26	756	546	3	19	50	45	246	130								1	22	3	96·30
		Total	...	49	4	3	50	1,398	549	1,947	49	1,376	546	13	19	123	45	419	130	6,709	...	...	6,799	4,959	1,840	...	1	22	3	98·00
	Amherst	Monastic	...	40	4	4	40	1,664	...	1,664	40	1,664	...	2	...	124	...	673	...	...	5,811	45	5,856	4,144	1,712	...	...	...	...	100·00
		Lay	...	23	5	3	25	676	402	1,078	25	676	402	7	1	38	6	226	131								..	...	...	100·00
		Total	...	63	9	7	65	2,340	402	2,742	65	2,340	402	9	1	162	6	899	131	...	5,811	45	5,856	4,144	1,712	...	...	...	...	100·00
	Thatôn	Monastic	...	37	8	...	45	1,577	...	1,577	29	1,212	...	7	...	90	...	463	...	...	5,707	803	6,510	3,991	2,519	...	16	365	...	64·44
		Lay	...	33	9	6	36	978	550	1,528	23	709	404	11	1	27	7	274	129								13	269	146	63·89
		Total	...	70	17	6	81	2,555	550	3,105	52	1,921	404	18	1	117	7	737	129	...	5,707	803	6,510	3,991	2,519	...	29	634	146	64·20
	Tavoy	Monastic	...	4	10	...	14	588	...	588	14	588	...	...	...	16	...	147	...	...	3,452	2,143	5,595	3,545	2,050	...	...	...	...	100·00
		Lay	...	28	13	4	37	849	478	1,327	37	849	478	10	2	56	23	299	149								...	...	...	100·00
		Total	...	32	23	4	51	1,437	478	1,915	51	1,437	478	10	2	72	23	446	149	...	3,452	2,143	5,595	3,545	2,050	...	...	...	...	100·00
	Mergui	Monastic	...	12	10	4	18	545	...	545	18	545	...	1	...	25	...	254	...	...	1,410	1,862	3,272	2,379	893	...	...	...	...	100·00
		Lay	...	11	2	3	10	327	249	576	10	327	249	5	...	39	15	127	97								...	...	...	100·00
		Total	...	23	12	7	28	872	249	1,121	28	872	249	6	...	64	15	381	97	...	1,410	1,862	3,272	2,379	893	...	...	...	...	100·00
	Toungoo	Monastic	...	55	8	2	61	1,542	...	1,542	34	950	...	4	...	26	...	354	...	..	3,870	3,289	7,159	4,117	3,042	...	27	592	...	55·74
		Lay	...	25	1	4	22	673	328	1,006	16	578	269	...	...	58	12	192	80								6	100	59	72·73
		Total	...	80	9	6	83	2,220	328	2,548	50	1,528	269	4	...	84	12	546	80	...	3,870	3,289	7,159	4,117	3,042	...	33	692	59	60·24
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Minbu.	Thayetmyo	Monastic	...	79	10	14	75	1,626	...	1,626	45	1,101	...	9	..	29	...	377	...	...	3,849	1,682	5,531	3,028	2,503	...	30	525	..	60·00
		Lay	...	23	4	3	24	579	378	957	24	579	378	9	4	34	6	222	113								...	...	...	100·00
		Total	...	102	14	17	99	2,205	378	2,583	69	1,680	378	18	4	63	6	599	113	...	3,849	1,682	5,531	3,028	2,503	...	30	525	...	69·70
	For 1897-98	Monastic	...	1,197	170	121	1,246	33,952	114	34,106	093	23,572	97	87	...	1,068	...	8,609	21	...	7,513	1,04,730	43,137	1,55,380	99,828	55,552	...	547	10,420	17	56·10
		Lay	...	757	145	155	747	19,634	10,890	31,524	640	18,130	9,969	242	60	1,390	328	6,864	3,510								107	1,504	921	85·68
		Total	...	1,954	315	276	1,993	53,626	11,004	61,630	1,339	41,702	10,066	329	60	2,458	328	15,563	3,531	7,513	1,04,730	43,137	1,55,380	99,828	55,552	...	654	11,924	938	67·19
	For 1896-97	...	.....	1,781	501	328	1,954	51,850	11,142	62,992	1,280	39,600	9,934	276	68	2,171	329	13,256	3,466	7,764	82,393	45,992	1,36,154	86,443	48,469	1,242	674	12,250	1,208	65·51
	For 1897-98	Increase	...	173	...	...	39	1,776	...	1,638	59	2,102	132	53	...	287	...	2,307	65	...	22,332	...	19,226	13,385	7,083	...	...	...	...	1·68
		Decrease	...	...	186	52	...	...	138	...	...	...	...	...	8	...	1	...	...	251	...	2,855	...	...	...	1,242	20	325	270	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.									
			Number of institutions.				Attendance.			Attendance.		
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Boys.	Girls.	Total.	Number of schools.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic	10	...	...	10	215	...	215	...	...	...
		Lay	46	6	...	52	1,237	611	1,848	34	891	464
		Total	56	6	...	62	1,452	611	2,063	34	891	464
	Pegu	Monastic	4	...	...	4	142	...	142	2	92	...
		Lay	47	5	3	49	897	631	1,528	35	723	505
		Total	51	5	3	53	1,039	631	1,670	37	815	505
	Tharrawaddy	Monastic	1	...	...	1	30	...	30	...	...	...
		Lay	28	1	...	29	758	406	1,164	25	698	366
		Total	29	1	...	30	788	406	1,194	25	698	366
Irrawaddy.	Bassein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	88	4	15	77	1,036	819	1,855	77	1,036	819
		Total	88	4	15	77	1,036	819	1,855	77	1,036	819
	Thôngwa	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	82	4	4	82	1,423	1,000	2,423	82	1,423	1,000
		Total	82	4	4	82	1,423	1,000	2,423	82	1,423	1,000
	Henzada	Monastic	1	...	...	1	25	...	25	1	25	...
		Lay	58	...	4	54	1,063	594	1,657	54	1,063	594
		Total	59	...	4	55	1,088	594	1,682	55	1,088	594
	Myaungmya	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	48	3	13	38	663	491	1,154	38	663	491
		Total	48	3	13	38	663	491	1,154	38	663	491
Tenasserim.	Amherst	Monastic	4	...	...	4	173	...	173	4	173	...
		Lay	12	4	2	14	237	137	374	14	237	137
		Total	16	4	2	18	410	137	547	18	410	137
	Thatôn	Monastic	2	5	...	7	306	...	306	7	306	...
		Lay	14	6	3	17	370	219	589	17	370	219
		Total	16	11	3	24	676	219	895	24	676	219
	Tavoy	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...
	Mergui	Monastic	1	1	...	2	33	...	33	2	33	...
		Lay	...	...	...	...	...	...	...	...	...	...
		Total	1	1	...	2	33	...	33	2	33	...
	Toungoo	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	67	12	19	60	1,160	662	1,822	44	992	554
		Total	67	12	19	60	1,160	662	1,822	44	992	554
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	3	...	3	...	...	...	...	...	...	...
		Total	3	...	3	...	...	...	...	...	...	...
	For 1897-98	Monastic	23	6	...	29	924	...	924	16	629	...
		Lay	493	45	66	472	8,844	5,570	14,414	420	8,096	5,149
		Total	516	51	66	501	9,768	5,570	15,338	436	8,725	5,149
	For 1896-97	.....	505	55	44	516	10,130	5,700	15,830	450	9,015	5,315
	For 1897-98	Increase	11	...	22	...	...	...	...	...	...	...
		Decrease	...	4	...	15	362	130	492	14	290	166

for the official year ending the 31st March 1898.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School Examination (Standards V, VI, & VII).		*Upper Primary Examination (Standards III & IV).*		*Lower Primary Examination (Standards I & II).*						*Detail of amount in column 23.*						Percentage of aided schools to total aided and unaided schools.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...						...	10	215	...	...
...	...	87	41	235	140	...	3,944	...	3,944	3,584	360	...	18	346	147	65·38
...	...	87	41	235	140	...	3,944	...	3,944	3,584	360	...	28	561	147	54·84
...	...	...	...	19	...							...	2	50	...	50·00
17	4	67	32	199	136	...	3,184	...	3,184	2,814	370	...	14	174	126	71·43
17	4	67	32	218	136	...	3,184	...	3,184	2,814	370	...	16	224	126	69·81
...	...	...	...	...	...	...	...	...	...	...	...	...	1	30	...	...
4	5	41	20	218	128	...	2,484	...	2,484	2,484	...	...	4	60	40	86·21
4	5	41	20	218	128	...	2,484	...	2,484	2,484	...	...	5	90	40	83·33
...	...	...	...	...	...								...	...	...	...
...	2	157	107	355	262	...	5,142	145	5,287	5,287	...	...	...	...	...	100·00
...	2	157	107	355	262	...	5,142	145	5,287	5,287	...	...	...	...	...	100·00
...	...	...	...	...	...								...	...	...	...
2	1	102	50	669	447	...	5,017	...	5,017	4,585	432	...	...	...	...	100·00
2	1	102	50	669	447	...	5,017	...	5,017	4,585	432	...	...	...	...	100·00
...	...	...	...	16	...								...	...	...	100·00
4	4	148	78	401	230	...	4,503	...	4,503	4,479	24	...	...	...	...	100·00
4	4	148	78	417	230	...	4,503	...	4,503	4,479	24	...	...	...	...	100·00
...	...	...	...	...	...								...	...	...	...
6	1	66	54	224	126	...	3,501	...	3,501	2,601	900	...	...	...	...	100·00
6	1	66	54	224	126	...	3,501	...	3,501	2,601	900	...	...	...	...	100·00
...	...	2	...	67	...								...	...	...	100·00
3	1	7	4	101	57	...	1,465	72	1,537	817	720	...	...	...	...	100·00
3	1	9	4	168	57	...	1,465	72	1,537	817	720	...	...	...	...	100·00
...	...	...	...	114	...								...	...	...	100·00
9	1	32	21	124	91	...	3,599	209	3,808	2,404	1,404	...	...	...	...	100·00
9	1	32	21	238	91	...	3,599	209	3,808	2,404	1,404	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	10	...								...	...	...	100·00
...	...	...	...	...	...	...	23	...	23	23	...	...	...	...	...	...
...	...	...	...	10	...	...	23	...	23	23	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
36	7	88	34	231	145	...	2,020	1,919	3,939	3,939	...	...	16	168	108	73·33
36	7	88	34	231	145	...	2,020	1,919	3,939	3,939	...	...	16	168	108	73·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	...	226	...								13	295	...	55·17
81	26	795	441	2,757	1,762	...	34,882	2,345	37,227	33,017	4,210	...	52	748	421	88·98
81	26	797	441	2,983	1,762	...	34,882	2,345	37,227	33,017	4,210	...	65	1,043	421	87·03
95	37	718	369	2,641	1,614	...	43,223	2,253	45,476	28,361	17,116	...	66	1,115	385	87·21
...	...	79	72	342	148	...	...	92	...	4,657	...	...	...	...	36	...
14	11	...	...	...	...	...	8,341	...	8,249	...	12,906	...	1	72	...	·18

Statistical Summary of Mahomedan Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arakan	Akyab ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	17	7	6	18	451	21	472	15	380	21
		Total ...	17	7	6	18	451	21	472	15	380	21
Pegu.	Rangoon ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	1	...	...	1	89	16	105	1	89	16
		Total ...	1	...	...	1	89	16	105	1	89	16
Tenasserim.	Moulmein ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	3	...	1	2	240	45	285	...	...	...
		Total ...	3	..	1	2	240	45	285	...	...	...
	For 1897-98 ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	21	7	7	21	780	82	862	16	469	37
		Total ...	21	7	7	21	780	82	862	16	469	37
	For 1896-97 ...	.....	17	9	5	21	758	134	892	14	504	34
	For 1897-98 ...	Increase ...	4	...	2	...	22	...	...	2	...	3
		Decrease ...	...	2	...	...	...	52	30	...	35	...

Statistical Summary of Tamil Schools for

Pegu.	Rangoon ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	22	3	3	22	577	210	787	17	409	181
		Total ...	22	3	3	22	577	210	787	17	409	181
	Pegu ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	3	...	3	...	...	...	...	...	...	...
		Total ...	3	...	3	...	...	...	...	...	...	...
	Hanthawaddy ...	Monastic ...	...	...	...	...	...	..	...	...	...	...
		Lay ...	12	6	3	15	241	20	261	9	165	16
		Total ...	12	6	3	15	241	20	261	9	165	16
Tenasserim.	Moulmein ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	12	4	2	14	221	39	260	8	148	33
		Total ...	12	4	2	14	221	39	260	8	148	33
	For 1897-98 ...	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	49	13	11	51	1,039	269	1,308	34	722	230
		Total ...	49	13	11	51	1,039	269	1,308	34	722	230
	For 1896-97 ...	.....	52	8	11	49	934	239	1,173	39	821	221
	For 1897-98 ...	Increase ...	...	5	...	2	105	30	135	...	...	9
		Decrease ...	3	...	...	...	...	...	...	5	99	...

Statistical Summary of Talaing Schools for

Tenasserim.	Amherst ...	Monastic ...	...	9	...	9	376	...	376	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	9	...	9	376	...	376	...	...	...
	Thatôn ...	Monastic ...	...	4	...	4	156	...	156	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	4	...	4	156	...	156	...	...	...
	For 1897-98 ..	Monastic ...	...	13	...	13	532	...	532	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	13	...	13	532	...	532	...	...	...
	For 1896-97 ...	.....	...	...	...	...	...	...	...	...	...	...
	For 1897-98 ...	Increase ...	...	13	...	13	532	...	532	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...

for the official year ending the 31st March 1898.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School Examination (Standards V, VI, & VII).		*Upper Primary Examination (Standards III & IV).*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	72	1	...	164	...	164	164	...	...	3	71	...	83·33
...	...	...	...	72	1	...	164	...	164	164	...	...	3	71	...	83·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	16	2	...	...	54	54	54	...	...	...	...	...	100·00
...	...	...	...	16	2	...	...	54	54	54	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	27	...	...	27	27	...	...	2	240	45	...
...	...	...	...	...	...	27	...	...	27	27	...	...	2	240	45	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	88	3	27	164	54	245	245	...	...	5	311	45	76·19
...	...	...	...	88	3	27	164	54	245	245	...	...	3	311	45	76·19
...	...	14	...	82	...	83	866	304	1,253	274	979	...	7	254	100	66·67
...	...	...	...	6	3	...	...	...	...	...	...	...	...	57	...	9·52
...	...	14	...	...	...	56	702	250	1,008	29	979	...	2	...	55	...

the official year ending the 31st March 1898.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	34	21	179	78	...	...	1,946	1,946	1,946	...	...	5	168	29	77·27
...	...	34	21	179	78	...	...	1,946	1,946	1,946	...	...	5	168	29	77·27
...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	5	2	63	1	...	494	...	494	494	...	...	6	76	4	60·00
...	...	5	2	63	1	...	494	...	494	494	...	...	6	76	4	60·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	16	2	61	12	223	...	...	223	223	...	...	6	73	6	57·14
...	...	16	2	61	12	223	...	...	223	223	...	...	6	73	6	57·14
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	55	25	303	91	223	494	1,946	2,663	2,663	...	...	17	317	39	66·67
...	...	55	25	303	91	223	494	1,946	2,663	2,663	...	...	17	317	39	66·67
...	...	93	15	280	95	495	713	602	1,810	1,650	160	...	10	113	18	79·59
...	...	...	10	23	...	...	...	1,344	853	1,013	...	...	7	204	21	...
...	...	38	...	...	4	272	219	...	...	...	160	...	...	...	...	12·92

the official year ending the 31st March 1898.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	376	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	376	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	156	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	156	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	532	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	532	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	532	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Statistical Summary of Indigenous Burmese Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Mandalay.	Mandalay town ...	Monastic ...	176	40	49	167	3,121	12	3,133	5	143	12
		Lay	111	25	2	134	2,456	2,140	4,596	70	1,758	1,581
		Total ...	287	65	51	301	5,577	2,152	7,729	75	1,901	1,593
	Mandalay district	Monastic ...	32	7	6	33	679	...	679	15	343	...
		Lay	25	11	1	35	360	583	943	31	348	560
		Total ...	57	18	7	68	1,039	583	1,622	46	691	560
	Bhamo ...	Monastic ...	14	...	...	14	254	...	254	14	254	...
		Lay	5	...	1	4	97	48	145	4	97	48
		Total ...	19	...	1	18	351	48	399	18	351	48
	Katha ...	Monastic ...	22	...	...	22	314	16	330	17	239	16
		Lay	7	...	1	6	105	93	198	6	105	93
		Total ...	29	...	1	28	419	109	528	23	344	109
	Myitkyina ...	Monastic ...	6	2	...	8	128	...	128	5	96	...
		Lay	1	...	...	1	20	45	65	1	20	45
		Total ...	7	2	...	9	148	45	193	6	116	45
	Ruby Mines ...	Monastic ...	6	1	...	7	85	...	85	...	...	...
		Lay	9	...	...	9	113	115	228	2	53	24
		Total ...	15	1	...	16	198	115	313	2	53	24
Sagaing.	Shwebo ...	Monastic ...	50	...	...	50	691	...	691	14	281	...
		Lay	28	5	...	33	493	342	835	30	488	305
		Total ...	78	5	...	83	1,184	342	1,526	44	769	305
	Sagaing ...	Monastic ...	143	9	106	46	998	...	998	39	926	...
		Lay	58	14	7	65	595	947	1,542	58	581	865
		Total ...	201	23	113	111	1,593	947	2,540	97	1,507	865
	Lower Chindwin	Monastic ...	143	6	41	108	1,577	27	1,604	41	658	27
		Lay	40	3	3	40	439	602	1,041	40	439	602
		Total ...	183	9	44	148	2,016	629	2,645	81	1,097	629
	Upper Chindwin	Monastic ...	90	...	22	68	1,080	1	1,081	4	45	1
		Lay	7	...	...	7	151	82	233	7	151	82
		Total ...	97	...	22	75	1,231	83	1,314	11	196	83
Meiktila.	Kyauksè ...	Monastic ...	15	4	1	18	318	...	318	9	177	...
		Lay	15	11	...	26	264	200	464	22	235	175
		Total ...	30	15	1	44	582	200	782	31	412	175
	Meiktila ...	Monastic ...	53	51	6	98	1,788	...	1,788	43	813	...
		Lay	24	7	1	30	321	460	781	24	279	411
		Total ...	77	58	7	128	2,109	460	2,569	67	1,092	411
	Myingyan ...	Monastic ...	307	33	138	202	4,447	...	4,447	57	1,478	...
		Lay	44	9	7	46	491	733	1,224	39	446	686
		Total ...	351	42	145	248	4,938	733	5,671	96	1,924	686
	Yamèthin ...	Monastic ...	443	56	159	340	6,607	...	6,607	42	1,164	...
		Lay	26	5	4	27	535	404	939	20	417	336
		Total ...	469	61	163	367	7,142	404	7,546	62	1,581	336
Minbu.	Minbu ...	Monastic ...	182	37	51	168	2,842	...	2,842	164	2,809	...
		Lay	18	6	3	21	231	358	589	21	231	358
		Total ...	200	43	54	189	3,073	358	3,431	185	3,040	358
	Magwe ...	Monastic ...	190	9	31	168	2,530	...	2,530	144	2,288	..
		Lay	14	1	1	14	228	177	405	14	228	177
		Total ...	204	10	32	182	2,758	177	2,935	158	2,516	177
	Pakôkku ...	Monastic ...	212	49	49	212	4,202	29	4,231	64	1,447	29
		Lay	26	12	1	37	473	546	1,019	32	426	503
		Total ...	238	61	50	249	4,675	575	5,250	96	1,873	532
	For 1897-98 ...	Monastic ...	2,084	304	659	1,729	31,661	85	31,746	677	13,161	85
		Lay	458	109	32	535	7,372	7,875	15,247	421	6,302	6,851
		Total ...	2,542	413	691	2,264	39,033	7,960	46,993	1,098	19,463	6,936
	For 1896-97 ...	.....	2,394	476	328	2,542	47,770	7,176	54,950	1,082	21,041	6,099
	For 1897-98 ...	Increase ...	148	...	363	...	...	774	...	16	...	837
		Decrease ...	...	63	...	278	8,737	...	7,963	...	2,478	...

N.B.—Mandalay town includes four Mahomedan aided schools with 205 pupils, 20 Mahomedan unaided schools with 425 pupils; Shwebo Meiktila includes one Mahomedan aided school with 23 pupils; Yamèthin includes four Mahomedan unaided schools with 129 pupils.

for the year ending the 31st March 1898.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School Examination (Standards V, VI & VII).		*Upper Primary Examination (Standards III & IV).*		*Lower Primary Examination (Standards I & II).*						*Detail of amount in column 23.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentages of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	9	...	40	3	11,758	...	...	11,758	9,010	2,748	...	162	2,978	...	2·99
2	14	163	105	586	472								64	698	559	52·24
2	14	172	105	626	475	11,758	...	...	11,758	9,010	2,748	...	226	3,676	559	24·92
1	...	18	...	121	...	4,077	...	...	4,077	2,728	1,349	...	18	336	...	45·45
1	...	15	19	117	166								4	12	23	88·57
2	...	33	19	238	166	4,077	...	...	4,077	2,728	1,349	...	22	348	23	67·65
...	...	16	...	37	...	1,761	...	...	1,761	713	1,048	...	...	...	...	100·00
3	1	8	3	30	11								...	...	...	100·00
3	1	24	3	67	11	1,761	...	...	1,761	713	1,048	...	...	...	...	100·00
...	...	...	...	15	...	1,900	...	...	1,900	661	1,239	...	5	75	...	77·27
...	...	7	5	34	24								...	...	...	100·00
...	...	7	5	49	24	1,900	...	...	1,900	661	1,239	...	5	75	...	82·14
...	...	...	...	13	...	1,532	...	...	1,532	77	1,455	...	3	32	...	62·5
...	...	...	...	3	10								...	...	...	100·00
...	...	...	...	16	10	1,532	...	...	1,532	77	1,455	...	3	32	...	66·67
...	...	...	...	...	...	1,675	...	...	1,675	115	1,560	...	7	85	...	...
...	...	...	...	17	7								7	60	91	22·22
...	...	...	...	17	7	1,675	...	...	1,675	115	1,560	...	14	145	91	12·5
5	...	14	...	78	...	3,991	...	...	3,991	1,565	2,426	...	36	410	...	28·00
3	2	26	6	126	61								3	5	37	90·91
8	2	40	6	204	61	3,991	...	...	3,991	1,565	2,426	...	39	415	37	53·01
21	...	61	...	319	...	9,521	...	...	9,521	5,265	4,256	...	7	72	...	84·78
...	...	63	45	191	311								7	14	82	89·23
21	...	124	45	510	311	9,521	...	...	9,521	5,265	4,256	...	14	86	82	87·39
4	...	18	...	162	11	5,899	...	...	5,899	3,557	2,342	...	67	919	...	37·96
7	1	42	19	162	156								...	...	...	100·00
11	1	60	19	324	177	5,899	...	...	5,899	3,557	2,342	...	67	919	...	54·73
...	...	2	...	7	...	2,085	...	...	2,085	453	1,632	...	64	1,035	...	5·88
...	..	6	1	52	27								...	...	...	100·00
...	...	8	1	59	27	2,085	...	...	2,085	453	1,632	...	64	1,035	...	14·67
8	...	15	...	66	...	2,646	...	...	2,646	1,504	1,142	...	9	141	...	50·00
1	...	22	5	80	52								4	29	25	84·62
9	...	37	5	146	52	2,646	...	...	2,646	1,504	1,142	...	13	170	25	70·45
11	...	36	...	316	...	5,408	...	...	5,408	3,564	1,844	...	55	975	...	43·88
1	3	10	10	108	139								6	42	49	80·00
12	3	46	10	424	139	5,408	...	...	5,408	3,564	1,844	...	61	1,017	49	52·34
1	...	110	...	461	...	6,629	...	...	6,629	5,024	1,605	...	145	2,969	...	28·22
3	2	38	24	147	218								7	45	47	84·78
4	2	148	24	608	218	6,629	...	...	6,629	5,024	1,605	...	152	3,014	47	38·71
...	...	43	...	276	...	7,143	...	...	7,143	4,527	2,616	...	298	5,443	...	12·35
3	1	37	15	163	142								7	118	68	74·07
3	1	80	15	439	142	7,143	...	...	7,143	4,527	2,616	...	305	5,561	68	16·89
2	...	20	...	487	...	6,414	...	...	6,414	3,896	2,518	...	4	33	...	97·62
1	...	15	16	87	116								...	...	...	100·00
3	...	35	16	574	116	6,414	...	...	6,414	3,896	2,518	...	4	33	...	97·88
3	...	52	...	364	...	6,854	...	...	6,854	4,030	2,824	...	24	242	...	85·71
3	1	6	3	78	45								...	...	...	100·00
6	1	58	3	442	45	6,854	...	...	6,854	4,030	2,824	...	24	242	...	86·81
17	...	81	...	327	...	8,286	...	...	8,286	5,384	2,902	...	148	2,755	...	30·19
2	1	26	25	140	138								5	47	43	86·49
19	1	107	25	467	138	8,286	...	...	8,286	5,384	2,902	...	153	2,802	43	38·55
73	...	495	...	3,089	14	87,579	...	...	87,579	52,073	35,506	...	1,052	18,500	...	39·21
30	26	484	301	2,121	2,105								114	1,070	1,024	78·69
103	26	979	301	5,210	2,119	87,579	...	...	87,579	52,073	35,506	...	1,166	19,570	1,024	48·50
60	9	734	198	4,498	1,867	54,883	...	210	55,093	34,795	19,698	600	1,460	25,829	1,087	42·56
43	17	245	103	712	252	32,696	...	...	32,486	17,278	15,808	...	...	...	...	5·94
...	...	...	...	...	...	...	...	210	...	...	...	600	294	6,259	63	...

includes five Mahomedan aided schools with 161 pupils; Bhamo includes one Vernacular Kachin aided Mission school with 54 pupils.

Burmese.

40. The following are the general statistics of Burmese Indigenous schools :—

	1896-97.	1897-98.			Increase.	Decrease.
			Boys.	Girls.	Total.	
Schools	4,496	4,257				239
Pupils	117,948	111,623				6,325
Full passes—I	23,087	20,773	5,650	26,423	3,336	...
Full passes—II						
Full passes—III	3,432	3,437	629	4,066	634	...
Full passes—IV						
Grants paid ... ... Rs.	1,21,238	1,51,901			29,663	...
Grants earned ... ... „	1,79,971	1,69,368			...	10,603
Certificated managers	100	80			...	20
Itinerant teachers	159	177			18	...
Certificated assistant teachers	46	21			...	25

There is a small decrease in schools, and a considerable one in the number of pupils attending Primary schools under public management, but the efficiency of those still left has strikingly improved in both the Upper and Lower Primary stages.

The reduction has been partly due to the short payment of grants during 1896-97 in certain districts: while Rs. 1,79,971 was earned, only Rs. 1,21,238 was paid. Some managers do not think it worth their while to keep on their schools, from the feeling that they can earn more in some other walk of life. Then, again, famine in Upper Burma broke up many schools in the Sagaing, Meiktila and Minbu divisions.

The falling off in schools occurs mainly in the Arakan and Irrawaddy divisions and in parts of the Northern Circle. In the backward districts, such as Akyab, the want of funds has been severely felt.

Progressive districts like Bassein and Henzada have advanced, or at any rate not declined, in spite of adverse circumstances. The Pegu division, practically at a standstill as regards schools and pupils, shows considerable increases in full passes under the Primary standards, especially in I and II.

Arakan Division.

The following are the general statistics of Burmese and Mahomedan schools for the Arakan division :—

	1896-97.	1897-98.			Increase.	Decrease
		Boys.	Girls.	Total.		
Schools	213	187			...	26
Pupils	5,924	5,314			...	610
Full passes—I	1,168	1,011	122	1,133	...	35
Full passes—II						
Full passes—III	232	150	18	168	...	64
Full passes—IV						
Grants paid ... ... Rs.	4,589	6,765			2,176	...
Grants earned ... ... „	9,305	6,900			595	...
Certificated managers	8	4			...	4
Itinerant teachers	19	21			2	...
Certificated assistant teachers	8	9			1	...

There is a considerable falling off in numbers both of schools and pupils, over 10 per cent. in each case, but the number of passes gained is proportionately higher. Akyab district is entirely responsible for the decrease, the other districts having maintained their ground. The reason of this is that the Deputy Inspector of Schools misunderstood the orders regarding the qualifications required of managers who wished their schools registered, and removed schools, that might have remained, to the private list. He has been ill off and on during the year, and has not been able to do his work, and to supervise the work of his Itinerant teachers as well as he usually does. The Itinerant teachers in this district show very little life or interest in their work. The Deputy Inspector of schools spends too much time at headquarters, and does not show the amount of energy, and supervision that he might.

AKYAB DISTRICT.

Under every head except two the statistics show a very serious decrease. The number of registered schools has fallen from 122 to 96; the number of pupils from 3,894 to 3,231. Except in Standards II and VII, which show an increase, the number of passes has similarly declined. The Arakanese show little interest in education, and the education of girls especially is almost entirely neglected. The illness of the Deputy Inspector, Ainuddin, has greatly interfered with the proper discharge of his duties, and he has not been well supported by his Itinerant teachers, of whom some have been fined and one dismissed for neglect of duty. The reduction of grants has made it difficult for school managers to gain a livelihood in a district where they receive next to no support from the public. Maung Pyu, Itinerant teacher in Pauktaw township, and Maung Chit, Itinerant teacher in Kaladan township, deserve commendation.

Akyab township has two registered schools this year, against one last year, and 45 pupils, an increase of 17.

Pauktaw township shows satisfactory progress. There are 14 registered schools, an increase of one, and pupils have increased from 329 to 359. Passes by all standards are more numerous. In all other townships there is a falling off in every respect.

KYAUKPYU DISTRICT.

Though still very backward, education has progressed. To the natural difficulties of the district is added the difficulty of finding Itinerant teachers to carry out the work satisfactorily. The number of schools has increased from 42 to 45, and the number of pupils from 810 to 907. There is an increase of 111 in the number of passes. Female education is in a very bad state; 39 pupils in attendance at four schools have secured nine passes. In some parts strong opposition to the efforts of the Department is offered by the less enlightened monks. Others, notably U Ponnya of Sinachaung, have rendered valuable assistance to the Deputy Inspector. Maung Po, Myoôk of Cheduba, and Maung Po Myit, Township Officer at Ramree, are also constant in their efforts to promote education in their respective jurisdictions.

SANDOWAY DISTRICT.

In educational matters Sandoway remains stationary. More schools have been struck off the list than were added, and the numbers have declined from 32 to 28, but pupils number 704 against 701. A reduction of 18 in the number of passes by Standard III leaves a net decrease of 4. Kindergarten work does not thrive in Sandoway; pupils of 7 years and under are few.

ARAKAN HILL TRACTS.

There are no registered schools in this district, and only three private monastic. The Deputy Inspector did not visit this part of the country last year. Unless the district receives his attention, no improvement can be expected.

Pegu Division.

The following are the general statistics of Burmese and Mahomedan schools for Pegu division:—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	739	738			...	1
Pupils	23,439	23,414			...	25
Full passes—I	6,951	5,895	1,621	7,516	565	...
Full passes—II						
Full passes—III	853	862	135	997	144	...
Full passes—IV						
Grants paid ... ... Rs.	36,425	44,061			7,636	...
Grants earned ... ... „	52,873	47,015			...	5,858
Certificated managers	42	22			...	20
Itinerant teachers	19	28			9	...
Certificated assistant teachers	10	4			...	6

Notwithstanding the decrease of one school and 25 pupils, the passes show considerable increases. Hanthawaddy is the largest district and shows the largest number of passes. Pegu, Prome and Tharrawaddy come next in order. It is hoped that larger grants will be earned by encouraging the study of other subjects, as well as by the award of merit grants to deserving teachers.

The fall in the number of certificated managers is due to the transfer of some certificated managers, who have not passed under the new rules, to the list of uncertificated masters. The number of certificated managers will increase steadily. The number of Itinerant teachers has increased, and to this is due the increased passes.

Rangoon Town.

In Rangoon Town Vernacular schools show a decrease of four and are 67; attendance less by 356 is 2,711; while passes have fallen off under all standards, the loss being in I, 334; II, 42; III, 17; IV, 5; V, 10; VI, 12; VII, 5. These decreases arise from the very heavy deduction made last year on results grants already earned (namely, 30 per cent.). It led to no less than nine qualified managers giving up their schools and seeking more certain livelihood elsewhere.

The non-employment of Itinerant teachers owing to want of funds has had its effect in lowering the efficiency of schools. No pupil-teachers have been employed for the same reason.

Lanmadaw and Kemmendine circles have maintained their position fairly, a falling off in Standard I passes being to some extent balanced by increases in II, III and IV.

But in other localities results have been very poor. In Yègyaw the effects of the fire are still felt. In Botataung land reclamation work has, it is reported, interfered with educational work.

Hanthawaddy District.

The official year began with 672 schools and 11,024 pupils and ended with 663 schools and 12,175 pupils. Of the latter 353 schools with 9,014 pupils are returned as public. The number of schools remains the same as last year, but the pupils in attendance have increased by 195. The average number of pupils in attendance in private schools in this district is not quite 11, whereas the attendance in public schools is on the average over 25. The number of passes gained is most satisfactory, and shows that under the guidance of the Itinerant teachers schools rapidly improve. None of the townships have retrograded, and in the case of Taikgyi, which has hitherto been a backward township, steady improvement is noticeable. The total number of passes gained is only 27 per cent. of the number in attendance, an increase of 4 per cent. over last year. To this must be added 542 pupils who were instructed in elementary Kindergarten. Even with these

added it is evident that half the children in attendance in public schools failed to satisfy the Deputy Inspector. There is still much work left for the Itinerant teachers.

This district is too large for one Deputy Inspector. There are six townships, all of them capable of great improvement. At present he is unable to visit all the schools in a year.

There are only two certificated managers in the district. There are six Itinerant teachers; this is not enough. A great portion of Hmawbi and Taikgyi townships is as yet unvisited. Two new teachers will be appointed shortly.

The Thinbôngyi standard (or Lower First Standard) now receives attention. The Deputy Inspector of Schools reports that most of the schools in Kyauktan and Thabyègan only presented pupils to be examined under this, as the examination of the other townships had been completed before the orders regarding the work were issued.

The state of Primary education owes much to the Itinerant teachers, who have generally speaking worked well.

Female education suffered owing to the abolition of nine lay schools. Passes in Standard I fell from 352 to 239, but in the other Primary standards there were substantial increases.

No account is taken in this report of the Reformatory School, Insein. The work of the school is carried on well, and the boys never fail to do their teachers credit. The staff of the school has now been increased.

PEGU DISTRICT.

At the end of the year schools numbered 421 and pupils 8,545 as compared with 430 schools and 8,309 pupils last year, giving an increase of nine schools. Public schools have increased by one during the year, there being 128 as against 127 last year, while pupils have increased from 4,459 to 4,620. Of the nine new schools, eight remain on the private school list. The average attendance in public schools has increased from 35 to 36 and that of private schools from 12 to 13.

The number of passes is in every respect satisfactory. Very substantial increases are shown under every standard except Standard VII. The following are the details:—Passes by Standard I have increased from 981 to 1,129, by Standard II from 488 to 548, by Standard III from 132 to 201, by Standard IV from 41 to 47, by Standard V from 5 to 8, and by Standard VI from 0 to 5. In Standard VII there was one pass last year, but none this year. The percentage of passes to the number in attendance in public schools was 37 in 1896-97 as against 42 in 1897-98. This very satisfactory result is attributable to the work of the Itinerant teachers, and to more efficient inspection.

All of the townships share in the increases. Payagale has done better than the others, while Hlègu shows more loss than the others in Standard I, but makes up for this loss by a large increase in the passes by Standard III.

The condition of Female education in the district is improving. The attendance fell from 1,128 in 1896-97 to 1,097 during the year under report, the loss being confined exclusively to Kawa and Pyuntaza townships, where the loss in schools was made up chiefly by lay schools. The number of passes increased from 357 to 399, including four passes by Standard IV and two by Standard V. This is very satisfactory.

The Deputy Inspector of Schools reports that Kindergarten work of a modified kind and map modelling in clay have been introduced in all the larger schools. Drill has been taught in Pegu Town and in Hlègu township.

THARRAWADDY DISTRICT.

The year opened with 204 schools and 4,988 pupils; of these, 104 schools are classed as "public" with an attendance of 3,672 pupils. This is a decrease of two public schools. This gives an average attendance of 13 in private schools and 35 in public schools. Of the pupils attending public schools 35 per cent. obtained certificates as against 30 per cent. last year. There is still very considerable room for greater efficiency. All the townships have remained steady, the very small fluctuation in numbers showing more permanency in public schools. The somewhat disproportionate decrease in the number in attendance is due to the fact that

the annual examination of Letpadan Town fell at a time when illness prevailed there. Sanywè township has suffered owing to the removal of its best school manager to Minhla, but the district is not thereby affected.

The increase in passes is satisfactory. The lower standards show substantial increases, except Standard III, in which passes have fallen from 122 to 107. In the Middle department Standard VI shows a falling off in passes from 15 to 5, contributed by several towns and townships, but particularly by Ókpo and Gyobingauk towns. Under the new rules for modified Kindergarten classes 90 pupils gained grants.

The grant earned has fallen from Rs. 8,243 in 1896-97 to Rs. 5,073 in the year under report.

There are nine certificated managers in the district and three Itinerant teachers.

Most of the good schools are on the railway, and, with the exception of Zigôn and Nattalin, every railway town has a creditable school. Mônyo township has done very well and now seems on the way to furnish good work. Sanywè is now probably the weakest township.

The question of fee-paying is still a difficulty, and, although there seems to be more willingness on the part of the people to pay, this feeling is not very general. Nothing can be done in this matter, and, except in the larger villages, the fees collected will probably hardly suffice for the bare necessities of life. In Gyobingauk town the people do not appreciate a good education, which costs a little, when worthless but free "instruction" is held before them by incompetent managers.

In various schools in the district 642 girls were under instruction, practically the same number as last year. Passes were obtained up to the Fourth standard, but none beyond that. Last year four passes were obtained in Standard V and two in Standard VI. The passes by the first four standards, however, are more numerous than those of last year.

PROME DISTRICT.

The year under report opened with 523 schools and 8,739 pupils as against 528 schools and 9,030 pupils in the previous year. Of these schools 85 are classed as public this year compared with 81 last year, while pupils attending have increased from 3,042 to 3,292. The average number attending private schools is about 12, while the average attendance in public schools is 39. During the year 21 private schools were abolished and nine were transferred to the public school list. Of pupils in attendance on public schools 53 per cent. qualified by the standard examinations as against 47 per cent. last year. The actual increase in passes is from 1,171 to 1,440 in the Lower Primary, from 203 to 238 in the Upper Primary, and from 47 to 57 in the Middle department. Every standard shows considerable increase in passes except the Fourth, where passes fell from 72 to 59. This fall was entirely due to decreases in Prome, Paungdè and Shwedaung towns. The grant under the former rules would have been Rs. 12,256 instead of Rs. 7,315 now awarded. The district schools have improved very considerably.

Shwelè township has secured passes this year as against none last year. Mahathaman and Padaung townships, which have never before showed much progress, have greatly increased their passes. Paungdè town is the only centre which has not kept pace with the others, and that has been due chiefly to the illness of one of the more important school managers, whose school in consequence suffered. The only public monastic school within the town limits was withdrawn from inspection by the *pôngyi*, acting under the suggestion of his *gaingôk*. It is satisfactory to know, however, that his example is not likely to be followed; the *pôngyis* generally, when not actually zealous in the cause of education, are not opposed to it.

It is gratifying that the attendance of girls has increased by 22 per cent. while the passes have increased by 10 per cent. One girl passed by Standard VI.

The number of certificated managers is actually the same as before, but three have been temporarily classed as uncertificated until they pass under the new rules.

The number of pupil-teachers at work in the district was 42, of whom 17 are in the third year. Their work was good.

Mr. Thurston, Deputy Commissioner, Mr. Moultrie, Subdivisional Officer, Paungdè, Maung Ba Tu, Subdivisional Officer, Prome, Maung Shaung, Subdivisional Officer, Shwedaung, and Maung Shan Byu, Thugyi of Taungutaik, have given us much assistance.

Irrawaddy Division.

The following are the general statistics of Burmese Indigenous schools for the Irrawaddy division:—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	601	630			29	...
Pupils	19,006	20,518			1,512	...
Full passes—I	4,632	4,718	962	5,680	1,048	...
Full passes—II						
Full passes—III	692	761	61	822	130	...
Full passes—IV						
Grants paid ... ... Rs.	21,830	23,057			1,227	...
Grants earned ... ... »	31,840	33,794			1,954	...
Certificated managers	18	14			...	4
Itinerant teachers	26	27			1	...
Certificated assistant teachers	20	3			...	17

The whole division shows a very satisfactory advance in spite of the stricter insistence on the proper qualifications of teachers. The number of schools has increased 5 per cent. and the number of pupils 8 per cent. Passes by the First and Second standards have increased 23 per cent., by the Third and Fourth standards 19 per cent. The more than proportionate increase in efficiency is very creditable to school managers.

Bassein District.

In face of the difficulties arising from *pro rata* reductions of grants, the progress of the Bassein district is satisfactory. The number of schools has risen from 59 to 67; the number of pupils from 2,412 to 2,623. The net decrease in the number of passes is 52. Schools in which girls are taught have increased in number from 28 to 31, but the closing of some old established girls' schools leaves a net loss of 12 pupils (381 against 393). Passes are fewer by 123, the new schools not being able as yet to present many pupils. An interesting experiment is being made at Ngaputaw and Lèzu village near Kangyidaung, where two *pôngyi* managers, U Eindaka and U Kaweinda, have opened Lower Primary schools for girls, outside the monastic limits, under the charge of the elder pupils. Of the many good schools in the district, those of U Pyinnya and U Tèzawunta at Ngathaing-gyaung and Maung Hmu in Bassein Town deserve special mention. The first-named manager teaches pupils for the Patamabyan examination. Good work has been done by Maung Po Sin, Itinerant teacher in the Kyônpyaw township and formerly in Ngaputaw township. The Deputy Inspector, Maung Kyauk Lôn, is to be commended for a year's useful work. The district is only now beginning to recover from the neglect of his predecessor.

Thôngwa District.

The stricter enforcement of rules and the reduction of grants has had the effect in this district, as in others, of keeping the numbers down somewhat. The number of schools is reduced from 243 to 236, and of pupils from 7,903 to 7,578. Girls are taught in 78 schools as against 82 last year. There are 1,246 girls under instruction against 1,277 last year. In spite of the reduction in numbers, passes are more numerous by 189, girls alone showing a gain of 86. The Itinerant teachers generally have done good work. Maung Po O of Yandoon deserves mention.

MYAUNGMYA DISTRICT.

On the whole the district has progressed. The schools number 179 this year against 168 last year. Pupils have increased from 3,938 to 4,162, and passes are more numerous in every standard except Standard VI. The Deputy Inspector, Po Win, deserves credit for his work, but he needs to spend more time in the district. In Myaungmya town and township secular education has suffered from the opposition of a *Sadaw* who is now dead. The keen competition of some of the younger *pôngyis* who are interested in education has led to the closing of a few lay schools. The number of girls under instruction has decreased from 591 to 551, although the number of schools to which girls are admitted remains the same, 46. Pantanaw is the most successful educational centre. The monastic schools of U Ottama and U Parama in this town deserve mention. Maung Po Twe, Itinerant teacher of Wakèma township, and Maung Po Khin, certificated assistant teacher at Pantanaw, have done good work. Maung Po Maung, Itinerant teacher, Myaungmya, is inclined to shirk his duties. Maung Po Bye, Subdivisional Officer, and Maung Po Hnit, Township Officer, Myaungmya, have given valuable help to education in the district.

HENZADA DISTRICT.

There has been fair progress during the year. The number of schools has increased from 131 to 148, and the number of pupils from 4,753 to 6,155. The number of passes gained is in excess of last year's total. The number of girls in attendance at the various schools has risen from 747 to 899, and the number of passes is greater by 115. The Deputy Inspector, Maung Tun, has not shown all the energy he ought to have, nor has he supervised his Itinerant teachers. This district ought to be much more advanced. His work here as elsewhere is unsatisfactory.

Tenasserim Division.

The following are the general statistics of Burmese and Mahomedan schools for Tenasserim division :—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	320		360		40	...
Pupils	13,073		13,663		590	...
Full passes—I	3,651	3,428	716	4,144	493	...
Full passes—II						
Full passes—III	652	622	108	730	78	..
Full passes—IV						
Grants paid ... ... Rs.	21,656		23,162		1,506	...
Grants earned ... ... „	29,248		25,900		...	3,348
Certificated managers	23		26		3	...
Itinerant teachers	20		21		1	...
Certificated assistant teachers	6		3		...	3

The figures in the above table point to satisfactory progress in this division, the improvement being chiefly in Amherst, Thatôn and Mergui districts. Moulmein Town and Tavoy districts have not done so well as usual, and Toungoo district shows little change.

The rise of schools by 40, from 320 to 360, or 12½ per cent., is satisfactory, the increase of pupils being in proportion.

Passes show fair increases, and are over 35 per cent. on the attendance, or 13 per cent. better than in 1896-97. The rise under Standards I and II is particularly encouraging.

Grants earned, owing to reductions, have fallen considerably, managers being much disheartened in consequence.

Certificated managers have risen from 23 to 26, three new men having opened schools, in Tavoy (one) and Toungoo (two).

On the whole the number of itinerant teachers in this division shows an increase of one. The distribution of these teachers is two in Moulmein Town, three in the Amherst district, five in each of the Thatôn and Tavoy districts, two in the Mergui district, and four in the Toungoo district.

Of the three certificated assistant teachers returned as at work, only one (a mistress in Thatôn town) is employed by the Department. The other two are working independently in schools in the Thatôn district.

MOULMEIN TOWN.

Except during three months, when he was on leave, the Vernacular schools of Moulmein continued under the charge of Maung Waik. It is to be regretted that, owing to the short payment of grants last year (26 per cent.), school managers have been so discouraged that work has been carried on with less success than usual. The reduction, owing to want of funds, of Itinerant teachers from five to two has also had its effect, especially in the lower classes of schools.

Schools are one more in number than in 1896-97, but attendance has fallen from 2,308 to 1,947.

Full passes in Standards I and II show decreases of 196 and 88 respectively; in III, IV and V there are fluctuations; in VI the passes have more than doubled, and in VII there are 5 passes recorded.

Among the First standard passes are 106 in the elementary division.

The First division (Mopun) continues very backward. It still needs the help of an Itinerant teacher as the Second standard is still barely attained.

The Second division has much fallen off. On the one hand a certificated manager threw up his school and joined an Anglo-Vernacular Mission school as a teacher; on the other, children have been withdrawn from monastic schools because certain *kyaungtagas* oppose secular teaching in the monasteries.

The Third and Fourth divisions also show a falling off of pupils and passes.

In the Fifth division the results are more satisfactory, there being increases under Standards III to VI. At the same time the decreases in I and II (heavy in the former) show that there has been a relaxation of effort.

AMHERST DISTRICT.

Deputy Inspector Maung Po Kyin has continued in charge of this district and has been able to show increases in the number of schools, pupils, and, except in Standard III, of full passes also.

Schools have risen in number by two and pupils by 180. Standard II passes show the large increase of 180, which should lead to good results next year in Standard III.

In the one Municipal town of the district, Kawkareik, little change is shown. There is but one school, and that has only four pupils more than last year. Passes under Standard I have fallen by more than 50 per cent., but Standard II has at last been reached (by seven pupils).

Several unsuccessful attempts have been made to promote the establishment of a lay school, but the people appear little inclined to afford any pecuniary support.

Haungtharaw township, with two schools only, but more pupils attending, has secured more passes than before under all standards up to V.

Attaran township, which contains the large and rich village of Kado, is perhaps the most important in the district. Its 15 schools earned 1,107 full passes, showing increases in all standards except III, under which the presentations from three monastic schools were much fewer than usual, leading to a decrease of 48 passes. The pupils are said to have been drawn away to two new lay schools which proved unable to bring them up to Standard III.

The certificated manager, after a couple or three years' endeavour to maintain a lay school, has joined the Land Records Department, apparently finding himself unable to compete with the very popular monastic schools of the place.

Zaya township continues to show progress under all standards, though attendance is less by about 10 per cent. The monastic school of U Ketumala at Kawkamê is steadily improving and is very popular.

Bilugyun township, with 23 schools and earnings amounting to Rs. 1,163, ranks next to Attaran township, and with a larger attendance has gained more passes in each standard, Standard IV being reached by two pupils.

Wagaru township has gained one school and shows progress under all heads.

The American Baptist Mission School at Amherst is said to have much improved since the manager, Miss Haswell, has taken part in the teaching, and the two lay schools in the same town are doing well. The monastic schools of the township are of a poor class.

Yelamaing has but three schools on the list, but they have improved, attendance and passes showing increases.

A lay school has recently been started at Yè by the Talaing Mission under the Rev. R. Halliday and is of some promise.

THATÔN DISTRICT.

Work in this district for the first nine months of the year was under the temporary charge of Maung Tun Win, a teacher from the Moulmein Government school. Though inexperienced, he showed much intelligence and was diligent and conscientious in his work. At the beginning of 1898 Maung Tu resumed charge on his return from special duty in Rangoon. The figures for the year are satisfactory, and show increases in schools, in attendance, and also in passes.

Schools have increased by 11, pupils by 289, and passes by 301, the increases in the last being largely in Thatôn, Bilin, Martaban, and Pa-an townships. The two Municipal towns, Thatôn and Kyaikto, with three schools each, earned Rs. 316 and Rs. 179 respectively, showing that in both the condition of Vernacular education leaves much to be desired.

Thatôn township, with 14 schools, has earned Rs. 1,000, more than double any other township except Bilin, the school under certificated manager Maung Po Maung at Kyaikkaw, now working to Standard VII, being the most successful. Those of U Thuzata and U Meda in the same village are also well maintained.

Bilin township comes next in importance with 22 schools, which, however, only earned Rs. 697. The school of Maung Chit Pe at Bilin is the strongest. The manager himself is certificated and he is helped by a certificated teacher and some qualified pupil-teachers. Work is being carried on to Standard VII.

At Zôkthôk, Kyayoh and Kawkadut are Primary schools of some promise.

Pa-an and Martaban townships, with 10 and seven schools, earned Rs. 459 and Rs. 431 respectively. The chief schools are monastic; at Pa-an those of U Adaissa and Pagat U Dammasari; in Martaban township U Egga at Phalat and U Kè Mainda at Kywègyan.

Hlaingbwè township, with three schools, did fairly, earning Rs. 321.

Kyaikto, with 19 schools, proved the weakest and earned Rs. 211 only. The schools are, as a rule, poor (only two have reached Standard III), but they may be expected to improve.

Among the Itinerant teachers who have been employed during the year Maung Sein may be specially mentioned. One after 1½ month's leave failed to return to duty and was replaced by a young teacher who promises to do better work. The others have done fairly well, and under careful guidance should continue to improve the schools they visit.

Female education shows little change beyond a very satisfactory increase in Standard I passes, and in a lesser degree in Standards II and III.

TAVOY DISTRICT.

Work in this district has been well looked after by Deputy Inspector Maung San Ye and the Itinerant teachers. The figures for the year show that new

schools (monastic and lay in about equal numbers) are coming on the list, the increase being 19, with a proportionate rise in attendance of 516. In Standards I and II full passes, as might be expected, have increased, the rise also indicating progress in the older schools. In Standards III, IV, V and VI, however, decreases are shown, owing, it is said, to the transfer of the pupils of the better class to the Tavoy Anglo-Vernacular School.

Tavoy Town continues the centre of activity, having among its 14 schools four under certificated managers. With the help of the Itinerant teacher Maung Pô Kin, work is evidently progressing, Standards I and II passes showing large increases.

Among the outlying townships, the South-eastern and Western (the former with one and the latter with two schools under certificated managers) show the best results, earning Rs. 649 and Rs. 685 respectively for 14 and 17 schools.

The Central township, with five schools, is improving, and in the Northern there is this year one school, which, however, is a very small one of quite the elementary class.

MERGUI DISTRICT.

Work continues to be confined chiefly to the town, but some signs of progress are visible outside, owing doubtless to the influence of the Itinerant teachers now employed.

In Mergui, schools are eight in number, one unqualified manager having given up teaching. Among them are two certificated managers, and two others of very fair qualifications. Attendance remains practically the same as before, but in Standards II, III and V passes increases are shown. Earnings have decreased, but it is satisfactory to know that the people have gradually accepted the system of paying regular tuition fees at fairly good rates, and gradually may be found willing to pay more.

In Palaw township schools have risen to nine, with 323 pupils attending, and passes have risen in number, notably in Standard II.

Mergui township also shows some progress, and in Tenasserim township three schools have been registered, passing a few pupils up to Standard II.

In the remaining portion of the district peopled by Malays and Siamese no school work is being done, and no action in that direction appears necessary at present.

TOUNGOO DISTRICT.

The educational condition of this district shows little change. Schools have increased from 80 to 83, attendance has fallen from 2,661 to 2,548, and full passes by one.

Schools under certificated managers are 5 against 3 in the previous year.

Itinerant teachers, four in number, have done useful work.

It is satisfactory to note that elementary Kindergarten work and clay modelling have been introduced into many schools with encouraging results.

Toungoo and Shwegyin towns naturally are the chief seats of activity, the latter showing the more progress.

Shwegyin township shows some slight improvement.

Yèdashe and Oktwin townships show practically no change, while Tantabin and Kyaukgyi remain backward localities.

Mandalay Division.

The following are the general statistics of Burmese and Mahomedan schools for the Mandalay division :—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	414	440			26	...
Pupils	9,834	10,784			950	...
Full passes—I	1,409	1,013	693	1,706	297	...
Full passes—II						
Full passes—III	259	236	132	368	109	...
Full passes—IV						
Grants paid ... ... Rs.	9,960	13,304			3,344	...
Grants earned ... ... „	13,572	13,595			23	...
Certificated managers	4	6			2	...
Itinerant teachers	18	18			...	...
Certificated assistant teachers	1	...			...	1

This division shows progress. Public schools and pupils have increased 6 per cent. and 10 per cent. respectively. Passes by the Lower Primary and Upper Primary standards have increased 21 per cent. and 42 per cent. respectively.

Mandalay Town is responsible for the large increase in the passes gained by the Upper Primary standards.

In the Bhamo and Katha districts education is very backward. In the Myitkyina and Ruby Mines districts there are scarcely any schools.

Mandalay Town.

Schools, pupils and passes have increased 5 per cent., 11 per cent., and 29 per cent. respectively.

Secondary education is still in its infancy. Out of 1,394 passes gained, only 16 were obtained by the Middle standards and none by Standard VII. The increase in the passes is due partly to the addition of the American Baptist Mission Burmese Girls' School to the list of Vernacular aided schools. This school last year was an Anglo-Vernacular one. It is satisfactory to note that the number of certificated managers has risen from four to six.

There is little prospect of progress in Secondary education under the existing managers. I trust that as the Pupil-teachers finish their three years' course we shall have more certificated managers. There are too many aided public schools in this town. In consequence, the income derived from the average schools is very small and insufficient for a livelihood. It would be a greater inducement to certificated managers to start schools of their own or take over the managership of existing schools if the number were less. This should be borne in mind by the Deputy Inspector of Schools.

A thorough half-yearly inspection of the aided schools by the Deputy Inspector of Schools would do much to raise the percentage of passes gained by these schools. This has not been done in the past. It is satisfactory to note that there is a greater demand now for Secondary education. In the whole town there are 75 aided schools, of which five are monastic.

In the *Eastern*, *Cantonment*, and *Northern divisions* there is no progress. The number of passes gained is very small and none were obtained beyond Standard II.

In the *Southern* and *Western divisions* progress has been made. These two divisions contribute almost all the passes gained in the town.

A few of the schools have taken up drill with satisfactory results.

The Kindergarten system has been introduced into most of the lay schools but very few fully passed in the complete Kindergarten course.

Four Itinerant teachers are employed in this town, all of whom have done good work.

MANDALAY DISTRICT.

This district continues to make good progress. The number of schools has increased 19 per cent., pupils 11 per cent., and passes 19 per cent. Passes were this year gained by Standard V for the first time.

It is also satisfactory to note that 13 candidates, either managers of or assistant teachers in public schools, were presented for the Primary grade Teachers' test. At the same time very few of the existing managers are able to teach beyond Standard IV. For progress in Secondary education we shall have to look to Pupil-teachers.

In the *Amarapura township* satisfactory progress has been made. This township contributes about 75 per cent. of the passes gained in the whole district. Schools, pupils and passes have increased. Passes were for the first time obtained by Standard V.

U Pyinma's and Maung Kyon's schools have done good work.

In the *Patheingyi township* passes were gained for the first time this year. Schools and pupils have also increased.

In the *Singu township*, pupils, passes and schools have all increased. No passes were gained beyond Standard II.

In the *Madaya township* schools, pupils and passes have slightly increased. Had the work of the Itinerant teachers been more satisfactory, there would have been a larger increase in the number of passes obtained.

In the *Maymyo subdivision*, the most backward part of this district, passes by Standard I were obtained for the first time, though both pupils and schools have decreased.

As I have stated above, Secondary education is still in its infancy in this district, but there are some good Primary schools, the percentage of passes gained being comparatively high in many.

The Kindergarten system, I am glad to say, has been introduced into all the aided schools, lay and monastic, and many of these classes are doing good work.

Of the *Itinerant teachers* Maung Po Lin and Maung San Myin have done good work. Maung Chit Pe's work has not been quite satisfactory. Maung Saw Kin's work was found unsatisfactory, and his services were dispensed with.

The following officers have done much to advance education :—

Maung Gale, Myoôk of Patheingyi.
Maung Sin, Thugyi of Hmangyi.
Maung Thin, Myoôk of Singu.
Maung Po Shwe, K.S.M., Myoôk, Madaya, and
Maung Nyun, Myoôk, Madaya.

BHAMO DISTRICT.

This district shows little progress. Schools have decreased by one and pupils increased by 7. Passes have increased 35 per cent. The district is very backward. This year 109 passes were gained in the whole district, 4 of which were beyond Standard IV.

In *Bhamo Town* there is a slight decrease in the number of pupils and passes gained. Schools remain the same.

In the *Bhamo township* there is also a slight decrease in schools, pupils and passes.

In the *Shwegu township* there is a slight increase in the number of passes gained, schools and pupils remaining about the same.

In the *Kaungton township* passes were gained for the first time this year.

The monthly fee in lay schools is about 2 annas. The average number of pupils attending each lay school is very small. The income derived from fees is practically nothing, and the total average income derived from lay schools is also very small.

Of the *Itinerant teachers* Maung San Hla should be more energetic. Maung Aung has done fairly good work.

The Kindergarten system has been introduced into some of the lay and monastic schools. These classes are doing creditable work.

KATHA DISTRICT.

There is no progress in this district. Schools and passes remain about the same. Pupils have decreased 18 per cent. The district is very backward. This year only 85 passes were gained in the whole district and none beyond Standard III.

The people are indifferent to education. In many of the townships, as Mansi, Banmauk, &c., we find Kadus only, and their knowledge of Burmese is limited. The number of passes gained would have been greater but for the fire at Wuntho, which destroyed all the schools in the town.

In the *Katha township* passes and schools remain about the same; pupils have slightly decreased.

In the *Tigyaing township*, the most advanced in the district, while schools and pupils remain about the same, the number of passes has decreased; this is due to bad work done by Maung Lu Gale's school.

In the *Manlè*, *Pinlèbu*, *Banmauk*, and *Mansi townships* no passes were gained.

In the *Mogaung*, *Kawlin*, and *Mawlu townships* a few passes were gained by Standard I or II in each.

The district is unhealthy in the rains, and the Itinerant teachers, who have long distances to traverse, suffer in consequence.

Of the *Itinerant teachers* Maung Shwe Chôn and Maung Aung Tun have done creditable work.

The Kindergarten system has been introduced into most of the aided lay schools, and I am glad to say, when I inspected these schools, I found these classes doing satisfactory work.

Maung Khant's school at Katha is one of the best schools in the district.

MYITKYINA DISTRICT.

This district, the most backward in Burma, shows slight progress. Schools have increased from 7 to 9, pupils from 96 to 193, and passes from 13 to 26.

No passes were gained beyond Standard II.

No passes were gained outside Mogaung and Myitkyina towns.

The work of Maung Shwe Tun, a certificated assistant teacher attached to Maung Tun Hla's school at Mogaung, should have been better. The work of the two Itinerant teachers employed in this district was not satisfactory; nothing can be done by them in the rainy season.

RUBY MINES DISTRICT.

This district, one of the most backward in Burma, shows little progress. There has been a slight increase in the number of schools, pupils and passes. Only 24 passes were obtained by the Lower Primary standards in the whole district.

Three Itinerant teachers are employed, but, owing to the unhealthy nature of the district, do little teaching.

Sagaing Division.

The following are the general statistics of Burmese and Mahomedan schools for the Sagaing division:—

	1896-97.	1897-98.			Increase.	Decrease.
Schools	559	417			...	142
Pupils	9,979	8,025			...	1,954
		Boys.	Girls.	Total.		
Full passes—I	1,300	1,097	576	1,673	373	...
Full passes—II						
Full passes—III	235	232	71	303	68	...
Full passes—IV						
Grants paid ... ... Rs.	9,327	10,840			1,513	...
Grants earned ... ... ,,	11,228	11,912			684	...
Certificated managers	2	8			6	...
Itinerant teachers	23	22			...	1
Certificated assistant teachers	1	2			1	...

This division shows progress. The number of passes gained by the Lower and Upper Primary standards has increased 29 per cent. Sagaing district is the most advanced district in this division and is mainly responsible for the comparatively large increase in the number of passes obtained in this division. Public schools have decreased 25 per cent. and pupils 20 per cent. These decreases are due to the transfer to the private list of many schools which ought never to have been classed as public. The number of *bonâ fide* public schools has increased.

There are very few really good Vernacular schools in this division. The average income derived by school managers from their schools is so small that they are not able to obtain a livelihood from their profession. This remark applies not only to the schools in this division, but to almost all the schools in the Northern Circle. Fees are very small, averaging about 2 annas per head per month. The result is that school managers do not confine their attention entirely to their schools, but generally have other occupations. As long as this continues we cannot hope to establish any model schools or even many schools which we can class as even good.

SHWEBO DISTRICT.

This district, a backward one, shows progress. Schools, pupils and passes have increased 6 per cent., 18 per cent., and 47 per cent. respectively. Passes were obtained by the first six standards.

The district has suffered through many unavoidable changes in the Deputy Inspectors of Schools. In many of the larger villages, as Kyaukmyaung, Sheinmaga, Ywathitgyi, &c., where one would expect to find some good schools, there were none. Under a good Deputy Inspector of Schools good progress should be made in the future.

In *Shwebo Town*, schools, pupils and passes have slightly increased.

Maung Pyi Zo's lay school is one of the best in the district.

In the *Shwebo township* satisfactory progress has been made. Passes were obtained by Standard VI for the first time.

Sheinmaga township shows no progress and needs careful looking after. No passes were obtained beyond Standard II.

In the *Chaukywa township* passes have slightly increased, though none were obtained beyond Standard II.

Myedu township shows progress. Passes were obtained this year by Standard IV.

In *Ye-u Town* fair progress has been made. Passes have doubled, though the number of schools remains the same.

In the *Ye-u*, *Malè*, and *Indaing townships* there are no public aided schools.

In the *Shwegyin township* passes were obtained for the first time by Standard II. The township shows little progress.

Mayagan and *Tazè townships* show little or no progress. Passes were, however, obtained by Standard VI in each township for the first time.

The Kindergarten system has been introduced into two lay schools in Shwebo town, but I regret to say that these classes are not doing good work.

The work of the Itinerant teachers needs more careful supervision on the part of the Deputy Inspector of Schools.

SAGAING DISTRICT.

This district shows satisfactory progress. The number of passes has increased 27 per cent. Altogether 100 public unaided schools were transferred to the private list as they are unwilling to work under departmental rules. In this district as in others Deputy Inspectors have registered as public many private schools.

In *Sagaing Town* schools and pupils have slightly decreased. Passes have increased 16 per cent. Passes were gained by the first seven standards.

U Thila's school has done good work and succeeded in securing three passes by Standard VII.

The American Baptist Mission Vernacular School under a certificated mistress should have done better. This school only gained three passes by Standard I, though its grade is IV.

Sagaing township does not show any progress, there being a decrease in schools, pupils and passes. The decrease in the number of passes was due to the bad results obtained by Maung San Hla's two schools at the promotion examination and to U Pandissa's school being closed for a long time owing to sickness.

In the *Sadaung township* passes have increased, but schools and pupils decreased. Thirteen public schools were transferred to the private list and five new schools added to the public list. No passes were gained beyond Standard III.

In the *Kyaukyit township* schools and pupils have decreased. Passes have increased 42 per cent. No passes were gained beyond Standard III.

In the *Chaungu township* schools and pupils have decreased. Passes have increased 30 per cent. It is satisfactory to note that some of the lay school managers have successfully passed the Primary grade Teachers' test and are studying for the Secondary grade.

In the *Myinmu township* schools and pupils have decreased. Passes have slightly increased. This township would show better progress under a capable itinerant teacher. Passes were gained by the first seven standards.

In the *Myotha township* passes have increased 30 per cent.; schools and pupils have decreased. Passes were gained by the first five standards only.

Maung Shauk To's lay school at Myotha is doing good work.

In the *Ava township* passes have increased 50 per cent., a satisfactory result. Pupils and schools have decreased. Passes were gained by Standard IV for the first time.

Of the Itinerant teachers, Maung San Baw, now at Sagaing, has done good work in Chaungu township. Maung Po Sin of Myinmu is a very indifferent teacher. Maung Po Kyin of Myotha is by far the best itinerant teacher in this district. The other Itinerant teachers have done creditable work, with the exception of Maung Tun Hla (1), who has been reduced.

The Kindergarten system has been introduced into many schools in this district. Most of these Kindergarten classes are doing good work.

LOWER CHINDWIN DISTRICT.

This district shows progress. The number of passes has increased 23 per cent. It, as well as the Upper Chindwin, needs more energetic supervision by the Deputy Inspector of Schools. His work has not been altogether satisfactory.

Passes were gained by the first six standards. The number of schools and pupils have both decreased, due to the transfer of schools registered as public unaided to the private list.

In *Mônywa Town* the number of schools remains the same. Pupils have increased and the number of passes gained has increased 20 per cent. Passes were gained by the first six standards.

U Thuzata's monastic school is one of the best in the district and shows progress. U Thuzata also prepares candidates for the Patamabyan examination. Maung Po Tu's school has also done good work.

In the *Mônywa township* schools and pupils have decreased for the reason given above. Passes have increased 15 per cent. Maung Chit Su's is the best school in the township. Maung Aung Nyun's lay school has also done good work.

In the *Budalin township* schools and pupils have decreased for the reason given above. Passes have increased 48 per cent. No passes were obtained beyond Standard III.

U Zagara's monastic school has done good work.

In the *Kani township* schools and pupils have increased, but the passes gained have decreased. The decrease in the number of passes is due to Maung Shwe Ban, a certificated manager, closing his school, as the income derived from it did not suffice for a livelihood.

It is, however, satisfactory to note that many *pôngyis* who have in the past refused our aid are now willing to receive the Itinerant teacher.

In the *Salingyi township* schools and pupils have decreased. Passes have increased 37 per cent. This is comparatively a backward township. No passes were gained beyond Standard III. The *pôngyis* in this township refuse the help of the Itinerant teacher.

In the *Mintaingbin township* no passes were gained as last year.

It will be noticed that in all townships passes have increased, but schools and pupils decreased owing to many schools having been classified as public unaided which were really private schools.

Of the Itinerant teachers Maung Paung Yo has done good work. Maung San Ba and Maung Po So are warned to be more energetic. Maung San Kaing has explored his circle thoroughly, and his work on the whole is satisfactory. Maung Po Tha has also done good work.

In Mônywa Town the schooling fee is 4 annas ; outside Mônywa 2 annas is the usual fee.

The Pupil-teachers in this district need more help from the Itinerant teachers.

The Kindergarten system has been introduced into many schools and passes were obtained in some.

Upper Chindwin District.

This district, one of the most backward in Burma, shows some progress. Passes have increased 48 per cent. Pupils and schools have decreased, due to the transfer of many unaided public schools to the private list.

In the *Legayaing township* 20 passes were gained this year against none last year.

In the *Kindat township* the number of passes gained has almost doubled. There has also been an increase in the number of pupils attending public schools.

In the *Masein township* no progress has been made or passes gained, pupils and schools being about the same as last year.

In the *Kale township* pupils and schools have decreased for the reason given above. Passes gained remain about the same as last year.

In the *Mingin township* little or no progress has been made. In the remaining townships no passes were obtained.

Of the Itinerant teachers Maung Waing has done fairly good work. Maung San Hla Dun, who has been working in a very unhealthy part, and Maung Shwe Nwe have done creditable work. Maung Pe's work has not been satisfactory.

No Pupil-teachers are employed in this district.

The Kindergarten system has not been introduced into any schools yet, many of the managers having objected to its introduction.

Maung Myat Tun Aung, Subdivisional Officer of Legayaing, has done much to advance education in his subdivision.

Meiktila Division.

The following are the general statistics of Burmese and Mahomedan schools for the Meiktila division :—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	927	787			...	140
Pupils	21,133	16,568			...	4,565
Full passes—I	1,974	1,617	551	2,168	194	...
Full passes—II						
Full passes—III	254	311	54	365	111	...
Full passes—IV						
Grants paid Rs.	9,059	14,619			5,560	...
Grants earned »	15,613	14,144			...	1,469
Certificated managers	2	...			...	2
Itinerant teachers	17	20			3	...
Certificated assistant teachers	...	...			...	...

In two districts of this division, namely, Myingyan and Yamèthin, scarcity and famine pressed heavily on the people during 1897-98, and in a great measure are accountable for a loss of 205 schools and 5,639 pupils.

This serious decrease is, however, in a measure met by increases in the Meiktila and Kyauksè districts of 65 schools and 1,074 pupils, leaving a net loss of 140 schools and 4,565 pupils. Many of these schools are transfers to the private school list, and some of those actually closed may be expected in time to re-open in their former villages; but it is to be feared that some are absolutely lost, there having been a large exodus to Lower Burma from the localities which suffered most heavily.

In spite of these losses education has steadily gone on and in all districts satisfactory increases in full passes are shown, namely, under Standards I and II of 194 and under III and IV of 111.

MEIKTILA DISTRICT.

This district shows satisfactory progress. Schools, pupils attending schools, and passes gained have increased 66 per cent., 63 per cent., and 10 per cent. respectively. The district appears to be recovering from the effects of the famine.

In the *Meiktila township*, the most backward in the district, passes gained remain about the same; schools have slightly increased, and pupils slightly decreased. Passes were gained by the first six standards. The *pôngyis* of this township are indifferent to education; especially is this true in Meiktila Town owing to the example set by the Gaingdauk U Zina.

In the *Thazi township* good progress has been made: schools have increased from 7 to 46, pupils from 146 to 953, and passes gained from 42 to 123. These increases in schools and pupils are due chiefly to the transfer of a part of Yamèthin district to this township, though no passes were gained by any of the 35 public schools thus transferred.

In the *Mahlaing township* there is a slight increase in the number of schools and pupils. Passes by the lower standards, however, have decreased, due to the frequent changes of itinerant teachers. It is satisfactory to note that for the first time passes were gained by Standard VII. U Thawaka's school, Mahlaing, is doing good work.

In the *Wundwin township* there is a satisfactory increase in schools, pupils and passes. Passes were gained by the first six standards. Most of the *pôngyis* in this township take an interest in education and their schools account for most of the passes gained.

Maung San Pe, Itinerant teacher in charge of Meiktila township, has not worked well. *Maung Hla Baw*, Itinerant teacher for Thazi township, has done good work. *Maung Gyi* is warned to be more energetic. *Maung Po Thaik* has done fairly good work.

Fees in lay schools are small, the average monthly income derived from fees in the Northern Circle being about Rs. 2-8-0.

KYAUKSE DISTRICT.

The number of pupils attending public schools has increased 12 per cent. and the number of schools 47 per cent. With the exception of Standard IV, the number of passes gained by each standard has increased. No passes were gained beyond Standard VI.

In *Kyauksè Town* there is a slight falling off in the number of pupils attending public schools and a slight increase in the number of passes gained by the Middle standards. No passes were gained beyond Standard VI.

Maung Tha Aung's is the best lay school, and U Pandi's the best monastic school in this town.

In the *Minzu township*, the most backward in the district, there is an increase in schools, pupils and passes.

No passes were obtained by Standard IV or V and only two by Standard VI.

U Zina's monastic school is the only school worthy of special mention in the township.

In the *Myittha township*, also a very backward township, schools remain the same in number. There is a slight decrease in both the number of passes gained and in the number of pupils attending public schools. This township was for some time without the services of an Itinerant teacher, which accounts for the slight decrease in the number of passes gained. U Kethara is the only *pôngyi* in this township who allows his pupils to be examined for promotion.

Paukmyaing township shows satisfactory progress under all headings. The number of pupils in attendance has almost doubled. Passes were gained by Standard V this year.

The school of U Aubatha, a fully certificated *pôngyi*, is the best in this township.

Singaing township also shows satisfactory progress. Passes gained, pupils and schools have all increased. No passes were gained beyond Standard V. The Roman Catholic Mission School at Chanthagôn is doing very good work. U Asara of Zigôn village is the only *pôngyi* who takes an interest in education in this township.

Maung Shwe Pe, Itinerant teacher for Minzu and Singaing townships, has done creditable work. *Maung San Dun*, Itinerant teacher for Myittha and Paukmyaing townships, should be more energetic.

Eight Pupil-teachers were employed in this district, four of the first year and four of the second year.

Kindergarten classes have been introduced into some of the schools, but at present these classes are not doing good work.

MYINGYAN DISTRICT.

This district shows progress. The number of passes has increased 20 per cent. Passes were gained by the Seventh standard for the first time. Schools and pupils have decreased, due to the transfer of many unaided public schools to the private list.

In *Myingyan Town* there has been a decrease in schools, pupils and passes gained. The managers of these schools, almost all of which are lay schools, are old men who are unable to teach beyond Standard II or III. Probationary pupil-teachers have been appointed, whom we hope soon to see as managers of schools.

U Pandi's monastic and Maung Po Myaing's lay schools are two of the best.

In the *Myingyan township*, while schools and pupils have decreased for the reason stated above, passes have increased 36 per cent.

Of the schools in this township, Maung Tha Zan's, Thamongaing village, and Maung Lu's, Sameikkôn village, have made progress.

Natogyi township shows good progress. Passes have increased almost 60 per cent. Pupils and schools have decreased for the reason given above. Good progress has been made by Maung Aung Min's and Maung Te's lay schools and by U Tezawunta's monastic school.

Taungtha township shows no progress. Schools, pupils and passes have each decreased. This is due to several schools being transferred to Myingyan township and to some schools closing on account of the famine.

Good progress has been made by U Tilawka's and U Wilatha's monastic schools.

In the *Salè township* fair progress has been made. Passes have increased 20 per cent. Schools and pupils have decreased for the reason given above.

Good progress has been made by U Thumingala's and U Kethara's monastic schools.

Maung Kyaw Za, T.D.M., Myoôk of Salè, has done good work in spreading education throughout his township.

In the *Kyaukpadaung township* good progress has been made. Passes have increased 55 per cent. Schools and pupils have decreased for the reason given above. U Mala's and U Zagara's monastic schools have made progress.

In *Pagan Town* passes have increased 42 per cent. Schools and pupils have decreased. Probationary Pupil-teachers have been appointed here. The higher graded schools are all monastic, the managers of the lay schools being only able to teach up to Standard II or III.

Maung Po Thin's, Ma Myo Than's and U Ottama's schools show progress

In the *Pagan township* passes have increased 12 per cent. Pupils and schools have decreased.

Maung Paw Kywe's and U Sekka's schools show progress.

The monthly schooling fee is 4 annas in Myingyan town; elsewhere it is about 2 annas.

Mr. H. F. P. Hall, Mr. J. F. Pereira, Maung Po Mya, Myoôk, and Maung Tin (2), Myoôk, have taken much interest in education.

Maung Myat Tha Dun, itinerant teacher for Myingyan town, has done good work. Maung Ba, Maung Pe Maung and Maung Kan Se have also done well.

Maung Tha Yan's lay and U Mala's monastic schools are both worthy of special mention.

The Kindergarten system has not yet been introduced into this district.

YAMÈTHIN DISTRICT.

Figures for this district show a decrease of 102 schools, of which 35 were situated in the circles transferred to the Meiktila district. Of the remaining 67 some were closed and others placed upon the unrecognized list, being unable to fulfil the conditions of registration.

The losses fell mainly in the Yamèthin, Yindaw, and Pyawbwè townships, where the scarcity that prevailed led to the emigration of large numbers of villagers who have not yet returned to their homes.

The loss of pupils, 4,151, is more than proportionately heavy, and shows that the schools left on the list also fell off in attendance.

It is, however, satisfactory to note that full passes have not fallen off except under Standards III and V, where there are small losses recorded.

In Standard I the increase (63) is decidedly pleasing.

Pyinmana Town shows the best results, its 33 schools having earned Rs. 1,058, but full passes are fewer than usual. The lay schools appear to be gaining strength, and gradually to be getting control of secular education.

In Yamèthin Town less work is carried on, population being smaller and schools fewer, but the results are not disproportionate. It is pleasing to note that progress is being made.

Yamèthin, Yindaw and Pyawbwè townships, despite losses of schools and pupils, show increases in full passes, which indicates that work is being steadily carried on.

Lewè township shows little change, the want of progress being attributed to sickness having been prevalent.

Pyinmana and Kyidaunggan townships contain but few schools and are evidently the most backward localities in the district. The results are insignificant.

On the whole, however, the condition of the district is fairly satisfactory; people and teachers are taking more interest in education. The Itinerant teachers generally have worked better and are gaining experience. Maung Ye Gyaw is mentioned as having done very good work.

It is pleasing to record that elementary Kindergarten work has been introduced, with promising results, in many schools, also object lessons and clay modelling.

Minbu Division.

The following are the general statistics of Burmese Indigenous schools for the Minbu division :—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	744	719			...	25
Pupils	16,452	14,199			...	2,253
Full passes—I	2,084	2,082	412	2,494	410	...
Full passes—II						
Full passes—III	269	263	50	313	44	...
Full passes—IV						
Grants paid ... ... Rs.	8,377	16,338			7,961	...
Grants earned ... ... „	17,164	16,535			...	629
Certificated managers	1	...			...	1
Itinerant teachers	17	24			7	...
Certificated assistant teachers	...	...			...	...

The number of public schools shows a decrease of 25 schools and of 2,253 pupils. The falling off is chiefly in the Magwe and Minbu districts. The large increases in the passes by Standards I and II are shared in by Minbu and Thayetmyo. Standards III and IV have improved in all except Thayetmyo.

Pakôkku District.

This district does not show much progress. There is a slight increase in the number of public schools; pupils have decreased 5 per cent. There is an increase in the passes gained by the Middle and Upper Primary Standards and a decrease by the Lower Primary standard. It is difficult to say what progress really has been made, as when Maung Po U, late Deputy Inspector of Schools, was in charge of this district, most of the promotion examinations were conducted by the Itinerant teachers.

In *Pakôkku Municipal Town* schools, pupils and passes have increased. Passes were gained by the first six standards. There are too many registered schools in Pakôkku, with the result that the average attendance in each is small. Better results would be obtained if the number were less. U Meda's school is the best in this district. Maung Kyin's lay school also is doing good work.

In the *Pakôkku township*, while the number of passes gained remains about the same, schools and pupils have increased.

Maung Po Hmu's school is doing good work.

Myaing township, one of the most backward in the district, shows a falling off in the number of schools, pupils and passes.

The *pôngyis* in this township are indifferent to education. There are no schools worthy of mention.

In the *Yesagyo township* schools remain the same; pupils have decreased 14 per cent., but passes have almost trebled. The Township Officer, Maung Gyi, has done much to advance education. U Tazawan's monastic school is doing good work.

In the *Seikpyu township* schools and passes remain the same. Pupils have decreased 20 per cent. The township is backward educationally. Most of the *pôngyis* will not receive the help of the itinerant teachers.

In the *Pauk township* schools, pupils and passes have all decreased. This is due in part to the closing of Maung Phaw's lay school at Pauk. With the exception of two, all the schools in this township are monastic.

U Eindathaba's monastic school, Pauk, is doing good work.

In the *Gangaw township* pupils have decreased, but passes have increased 20 per cent. Passes were gained by the first five standards.

In the *Tilin township* pupils and schools have slightly increased, but no passes were gained this year.

In the *Yawdwin township* passes remain the same; pupils have decreased 14 per cent. This township, with Tilin and Laungshè, are the three most backward ones in the district.

In the *Laungshè township* schools and pupils have increased, but this year no passes were obtained.

Parts of this district are very unhealthy in the rains, Gangaw, Laungshè, and Yawdwin townships being the worst. During the rains the Itinerant teachers can do little or nothing.

Of the seven Itinerant teachers employed in this district, Maung San Nyun's work has been unsatisfactory. He has been warned for the last time. The others have worked creditably.

The Kindergarten system has been introduced into Maung Kyin's lay school, Pakôkku.

THAYETMYO DISTRICT.

This district, at the end of the year under report, had 371 schools and 5,775 pupils compared with 388 schools and 5,089 pupils at the beginning of the year. Of these, 99 schools with 2,583 pupils are now classed as public, a falling off of three schools, but an increase of 141 pupils over last year's figures. The net decrease of three schools is brought about by the removal of 16 schools from the public school list and the transfer of 13 schools to the same list. Of the 16 schools removed 8 were not found at the rewarding inspection.

Full passes have risen from 510 to 803, a most gratifying increase in this district, which is far from being a rich one. Pupils who obtained certificates this year thus numbered over 31 per cent. of the total in attendance compared with 21 per cent. last year. The chief increase in passes is in Standards I and II, where passes are 552 and 160 respectively against 294 and 108 last year. To this increase all towns and townships contribute except Thayetmyo township, where lack of funds has prevented the appointment of an itinerant teacher. The Deputy Inspector of Schools reports that the *pôngyis* are anxious to adopt our system of education, but they are ignorant of arithmetic and at present there is no one to teach them. Funds do not allow of the employment of Itinerant teachers.

Myedè township has shown great improvement, gaining 124 passes in Standard I against 23 last year. The good work of an Itinerant teacher is thus clearly seen. The townships are not all equal. It is most encouraging to note the continued increase in Mindôn township. This year it shows increases under every standard and it promises well for the future. Thayetmyo township is the most unsatisfactory for the reason already given. Taingda (which no longer exists as a separate township) shows as yet only partial passes, but considering its condition and situation, this is not surprising. With these exceptions, the other townships have done creditably.

Partial passes are allowed in Minhla and Sinbaungwè townships and 75 were gained in Standards I and II during the year.

Regarding Female education, 24 public schools in this district admitted girls as compared with 23 last year. The attendance has risen from 296 to 378. Passes up to and including Standard V were gained by girls. The percentage of passes gained by girls to the number of girls in attendance was this year 33 as compared with 26 last year.

The best schools in the district are Maung Shwe Ni's school, Thayetmyo; U Wilatha's school, Allanmyo; Maung Sa's school, Thayetmyo; and U Adeissa's school, Mindôn.

The condition of the Cess Fund of this district is such that a larger grant to education is impossible. *Minhla and Sinbaungwè townships make no contribution to the Cess Fund, and yet their educational grants are paid from this source. Some arrangement ought to be made whereby the Cess Fund will be assisted so as to enable all the assistance that is absolutely imperative to be given to education.* An Itinerant teacher for Thayetmyo township is a pressing necessity. At present funds do not permit of the appointment of one.

The following officers showed interest in education: Maung Shwe Da, Subdivisional Officer, Minhla; Maung Tun On, formerly Deputy Inspector of Schools, now Myoôk, Kama; and Maung Thaw, Myoôk, Sinbaungwè.

MINBU DISTRICT.

This district ended the year with 564 schools and 6,580 pupils. Of these, 189 schools attended by 3,431 pupils are classed as public. This is a decrease of 11 public schools and 591 pupils. To this loss Salin township alone contributed 8 schools and 335 pupils, a circumstance due to the fact that the work of assistance was rather interfered with by changes in the itinerant teachers and that the annual examination took place at a time when the schools were thinly attended. Next year the date of examination will be changed to a more suitable time. Ngapè, Sidôktaya and Kyabin townships, together with Salin and Minbu towns, also lost schools and pupils, due chiefly to the transfer of schools which, after gaining partial passes, refused to go on with the work. Ngapè and Sidôktaya are still backward townships, and their circumstances are so exceptional that any improvement must be very slow. Ngapè has improved during the year, but Sidôktaya still shows only "partial passes." The average attendance in public schools this year is 18 as compared with 20 last year, a decrease accounted for by examinations taking place at unfavourable times. The number of passes has risen from 14 to 22 per cent. of the attendance. The increase is most marked in the first two standards, where passes rose from 519 to 690. The increase in the Upper Primary, department is very satisfactory, there being 13 passes by Standard IV as compared with three last year. There were also two passes by Standard V and one by Standard VII, these standards being now reached for the first time. In this statement of passes 288 partial passes are omitted. If these are included, the number of pupils who qualified for Government grants is 30 per cent. Last year 445 pupils gained partial passes. The decrease in numbers is accounted for by several "partial passes" schools being abolished, while others have now qualified fully by passing pupils by Standard I. Girls in attendance have fallen from 369 to 358 and passes from 145 to 132. The falling off is due certainly to the abolition of a girls' school in Sinbyugyun. In passes the decrease is entirely in Standard I; in Standards II, III and IV there are very satisfactory increases. In Standard IV especially five girls passed this year as against one last year. The state of the district is improving rapidly, and the people generally have shown no antagonism to the Government system of education, except in so far as it requires the payment of fees. The *pôngyis* have done good work in teaching. Salin town has several very good lay schools, and in that town all the pupils are taught ordinary drill supplemented by wand-drill. To this good result the Deputy Inspector, Yusuf Khandia, and Mr. Theophilus, Head Master, Anglo-Vernacular Town School, Sinbyugyun, have largely contributed. The Deputy Inspector has inspected his district well and the general results show this. All the townships have done well this year, Lègaing and Sagu especially showing very good results.

A strong effort has been made by managers to pass Standard IV, and four of them have done so, two being *pôngyis*, U Sageinda, Singyaung village, and U Wathudeva, Sagu.

There were 13 Pupil-teachers at work during the year, among them two girls in the first year of their apprenticeship. The system is very popular and encourages managers and pupils.

MAGWE DISTRICT.

The district showed 590 schools and 7,045 pupils at the end of the year under report as against 607 schools and 9,468 pupils last year. A large number of schools have evidently been abolished, and consequently there is a large loss in children attending school. This is due to the scarcity which prevailed in the district during the year, and which compelled many families to leave, and probably sent many children to work to assist their parents.

Of the schools shown as existing at the end of this year, 182 were public with an attendance of 2,935 pupils, of whom 177 were girls. This is a large decrease on the figures of last year, when the figures were 204 public schools and 4,486 pupils, of whom 181 were girls. The average attendance in public schools this year is 16 as compared with 22 last year, while the attendance in private schools averages this year 10 as compared with 12 last year. It is evident, then, that

private schools have suffered in attendance as well as public schools, though not to the same extent, and that the children withdrawn from public schools have not gone to swell the private schools, but have been temporarily withdrawn from school altogether. More improved conditions of life will probably make good the loss. The prevailing scarcity would react on the fee income of schools, but inability to pay fees would not debar a child from attending school, as Burmese school managers are not strict in their demands for fees.

A fall of 1,551 pupils in attendance in public schools ought, one would imagine, to affect the number of passes considerably; but this is not the case. The only standard where passes have decreased is Standard I, where they have fallen from 361 to 321. In all the other standards there is a very gratifying increase. This points to the fact that the withdrawals have taken place chiefly among the younger children, who have accompanied their parents to other districts. The children who passed the standards have evidently continued their studies. Passes by Standard II increased from 138 to 166, by Standard III from 31 to 49, by Standard IV from 9 to 12, by Standard V from 2 to 4, and by Standard VI from 1 to 3. It is satisfactory to note that of the passes in Standard I, 34, and in Standard II, 11, were girls, though these figures are slightly lower than those of last year. Of the passes in Standard VI, 1, and of those in Standard III, 3, were girls, this being the first occasion on which a girl has passed the 6th standard in this district. Partial passes numbered 392 as against 530 last year. This confirms the impression that most of the withdrawals were from the lower classes. Nearly all the townships have suffered equally, but Myothit, which lost over 40 per cent. of its pupils, shows an increase in passes by all its Standards (I—III). Yenangyaung, Magwe and Natmauk show the greatest losses in passes. Of the pupils in attendance this year 19 per cent. passed fully by one of the standards. Of partial passes, that is, passes in Burmese only, 32 per cent. qualified. These figures compare favourably with those of last year, when only 12 per cent. qualified fully, and including partial passes, 23 per cent. qualified. The loss, then, has been more in school attendance. There has been no loss in efficiency. The percentage of passes, however, is still too low. Encouragement to keep up their work is what is required chiefly, and most of the schools being monastic, much tact is needed.

The Deputy Inspector of Schools spent too many days at headquarters.

SPECIAL CLASSES.

41. The following are the general statistics of Mahomedan, Karen and Tamil schools for the province:—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	596	607			11	...
Pupils	18,213	18,451			238	...
Full passes—I	4,762	3,433	1,881	5,314	552	...
Full passes—II						
Full passes—III	1,220	859	468	1,327	107	...
Full passes—IV						
Grants paid ... ... Rs.	30,573	35,925			5,352	...
Grants earned ... ... „	45,065	39,747			...	5,318
Certificated managers	8	17			9	...
Itinerant teachers	...	4			4	...
Karen certificated teachers	192	173			...	19
Certificated assistant teachers	10	7			...	3

The above table shows a satisfactory increase all round, the details regarding which are given below.

(*a*) *Mahomedans.*

The following are the general statistics of Mahomedan schools :—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	30	55			25	...
Pupils	1,190	1,805			615	...
Full passes—I	128	147	28	175	47	...
Full passes—II						
Full passes—III	22	7	2	9	...	13
Full passes—IV						
Grants paid ... ... Rs.	274	245			...	29
Grants earned ... ... „	872	427			...	445
Certificated managers	1	...			...	1
Itinerant teachers	...	4			4	...
Certificated assistant teachers	2	...			...	2

There has been a steady increase in both the number of schools and of pupils.

The figures for the year show a slight falling off in Lower Burma in spite of the appointment of four Itinerant teachers in the Akyab district.

In Rangoon Town the single school maintained has progressed and reached the Second standard.

In Moulmein Town two schools, returned as having an attendance of 285 pupils, failed to secure any passes. It is quite clear that in these two towns Mahomedan Vernacular education is not given on Government lines.

Mahomedan children are, however, to be found in no small numbers in the various Anglo-Vernacular schools of the province.

Mahomedan education has progressed in the Northern Circle.

AKYAB DISTRICT.

The number of schools has increased from 17 to 18, but the closing of some of the larger schools and the opening of small ones leave a decrease in the number of pupils from 519 to 472, while passes, except in Standard I, show a falling off. There is no Mahomedan manager in the district competent to teach to Standard IV. The Itinerant teacher in charge of Myohaung and Minbya was dismissed for neglect of duty.

RANGOON TOWN.

Only one Mahomedan school is at work. Its pupils have risen from 90 to 105 and seven have reached Standard II this year. It is under an intelligent and earnest teacher and is doing good work.

MOULMEIN TOWN.

Of the three schools on the list in 1896-97, one has been closed for want of pupils.

The other two in the Fourth division, though well attended, give religious instruction only, and are not interested in secular instruction, though in one a little English is taught. There appears no prospect of their improvement.

The condition and work of the Urdu Practising class and the Mahomedan students of the Government Normal School are shown in the following statement :—

	1896-97.	1897-98.	Increase.	Decrease.
		Boys.		
Schools	1	1	...	...
Pupils	29	22	...	7
Full passes—Standard I	6	1	...	5
Full passes—Standard II	4	5	1	...
Full passes—Standard III	3	3	...	...
Full passes—Standard IV	...	...	...	...
Full passes—Standard V	1	1	...	...
Full passes—Standard VI	2	...	...	2
Full passes—Standard VII	4	2	...	2

The Practising class maintained for the Normal students to work in is not very well attended. It is probable that parents who really desire to secure proper instruction for their children prefer to send them to the High School, where they are taught English and Burmese.

The Urdu Normal students themselves continue few in number and of a somewhat undesirable class, coming chiefly from the Akyab district. It is doubtful whether the expenditure on the class is justified by the results attained. The few teachers turned out appear to find difficulty in getting employment and gradually drift away to other pursuits.

In the Northern Circle, Mandalay Town has four Mahomedan aided schools with 205 pupils, and 20 unaided schools with 425 pupils, against four of the former with 163 pupils in 1896-97.

Shwebo has five aided schools with 161 pupils as against one last year with 26 pupils.

Meiktila has one aided school with 23 pupils, and Yamèthin has four unaided schools with 129 pupils, as against 109 pupils last year.

(*b*) *Karens.*

The following are the general statistics of Karen Indigenous schools :—

	1896-97.	1897-98.			Increase.	Decrease.
Schools	516			501	...	15
Pupils	15,830			15,338	...	492
		Boys.	Girls.	Total.		
Full passes—I	4,255	2,983	1,762	4,745	490	...
Full passes—II						
Full passes—III	1,087	797	441	1,238	151	...
Full passes—IV						
Grants paid ... ... Rs.	28,360			33,017	4,657	...
Grants earned ... ... „	40,203			36,507	...	3,696
Certificated managers	5			12	7	...
Itinerant teachers	...			...	...	...
Certificated assistant teachers	8			7	...	1
Karen certificated teachers	192			173	...	19

Karen Teachers' Certificates.—The remarks made under this head in the Quinquennial Report apply with equal force this year.

Schools have decreased by 15. This decrease has been entirely in the Irrawaddy and Tenasserim divisions. The Irrawaddy division has lost 25 schools, chiefly in the Bassein and Myaungmya districts.

The increase in passes is very satisfactory and points to general improvement. Pegu, Irrawaddy and Tenasserim have participated in the general progress.

The Karens still support their schools liberally.

Pegu Division.

The following are the general statistics of Karen Indigenous schools for the Pegu division :—

	1896-97.	1897-98.			Increase.	Decrease.
Schools	136			145	9	...
Pupils	4,641			4,927	286	...
		Boys.	Girls.	Total.		
Full passes—I	920	671	404	1,075	155	...
Full passes—II						
Full passes—III	270	195	93	288	18	...
Full passes—IV						
Grants paid ... ... Rs.	7,474			8,882	1,408	...
Grants earned ... ... „	8,936			8,166	...	770
Certificated managers	2			1	...	1
Itinerant teachers	...			...	...	...
Certificated assistant teachers	3			...	...	3
Karen certificated teachers	65			82	17	...

Karen education in this division continues to make steady progress. Under all heads except "Results grants earned" there are increases. Karen certificated teachers are more numerous. Hanthawaddy district is the most important in the division, and Pegu and Tharrawaddy come next in order.

HANTHAWADDY DISTRICT.

The year ended with 62 public schools and 2,063 pupils against 56 public schools and 1,910 pupils last year. The total number of passes was last year 494, of whom 165 were girls; this year it is 503, of whom 181 are girls. The percentage of those obtaining certificates to the total number in attendance is over 24 per cent. this year as compared with 26 per cent. last year. That the increase in passes did not keep pace with the increase in attendance is due to the fact that in some of the best schools illness prevailed to such an extent as to seriously affect the numbers presenting themselves for examination. This was especially the case in Kungyangôn township, where the village school at Singyan was practically closed in this way.

The Deputy Inspector reports that the state of the district educationally is quite satisfactory, and especially notes a growing desire on the part of the non-Christian and Pwo-Karens to establish schools of their own.

The passes by Standards I, III, IV and VI show increases, while the rest show decreases. In Standard VII illness prevented intending candidates from appearing.

There are 38 Karen certificated teachers in this district, an increase of two since last year.

THARRAWADDY DISTRICT.

Last year there were 29 public schools and 1,143 pupils. This year there is an increase of one school and 51 pupils. Passes have risen from 384 to 416. Passes gained by girls have increased from 138 to 153. The percentage of certificates gained to attendance has risen from 30 last year to 35 during the present year. The Deputy Inspector of Schools reports that the increase far exceeds his expectations, as Tharrawaddy has always been a backward district. The only township of any importance in this district so far as Karen education is concerned is Letpadan, which has 16 schools and 739 pupils. Tapun and Mônyo have only one school each, but both of these schools have shown distinct improvement. Gyobingauk township with seven schools, and Minhla with five, are all progressing.

The Hanthawaddy and Tharrawaddy districts are under the charge of one Deputy Inspector of Schools, Maung Lu, who has discharged his duties with great zeal and tact. In these two districts combined it is notable that, although general results in the standards show fluctuations, passes by girls have a record of steady advance. In every standard there are substantial increases, and one girl passed the Sixth standard this year for the first time. Passes rose from 275 to 334, an increase of 59, equivalent to an increase of 21 per cent.

It is proposed to extend further the Karen certificate system with a view to helping the non-Christian section of the people, who are now trying to help themselves.

PEGU DISTRICT.

The year ended with 66 schools and 1,944 pupils. Of this number 53 schools and 1,670 pupils were public, an increase of two public schools and 82 pupils over last year. The average number of pupils in attendance in public schools was 31 and in private schools 21. The number of passes rose from 384 last year to 474 during the year under report, an increase of 23 per cent. The number of certificates awarded last year amounted to 24 per cent. of the children in attendance: this year it amounts to 28 per cent. All the standards show increased passes except the Fourth, which fell from 36 to 31, four out of this decrease being on the side of girls.

The number of girls in attendance in public schools, all of which are mixed rose from 572 to 631 and passes by all standards from 138 to 172. The latter figure excludes 9 passes in the Kindergarten class.

One Karen Itinerant teacher was at work during the year.

All the townships showed progress, but it is most marked in Hlègu and Pyuntaza. In these townships the people continued to support their schools well. Kawa, which formerly lagged behind, has shown more energy in educational matters.

Irrawaddy Division.

The following are the general statistics of Karen Indigenous schools for the Irrawaddy division :—

	1896-97.	1897-98.			Increase.	Decrease.
			Boys.	Girls.	Total.	
Schools	277	252			...	25
Pupils	7,980	7,114			...	866
Full passes—I	2,544	1,665	1,065	2,730	186	...
Full passes—II						
Full passes—III	577	473	289	762	185	...
Full passes—IV						
Grants paid ... ... Rs.	13,756	16,952			3,196	...
Grants earned ... ... ,,	22,538	20,691			...	1,847
Certificated managers	1	3			2	...
Itinerant teachers	...	...			...	...
Certificated assistant teachers	2	1			...	1
Karen certificated teachers	95	74			...	21

Karen schools in the Irrawaddy division have declined in number to the extent of 9 per cent. and pupils are 11 per cent. fewer. But the loss in numbers, attributable to reduced grants and the requirement of a higher standard of qualification for managers, is compensated by increased efficiency. Passes in Lower Primary schools are better by 7 per cent. Upper Primary passes show an increase of 32 per cent. The efforts of the Karen communities are unflagging in the cause of more thorough education.

Thôngwa District.

The numbers of the schools and pupils remain almost stationary, but there has been an increase of 106 in passes by all standards. There are still 82 schools, which all admit girls as well as boys, with 2,423 pupils, against 2,421 last year. Of these, 1,000 are girls; a decrease of 10. There has been much sickness in the district, but the slight progress is most reasonably attributed to the difficulty of obtaining properly qualified Karen teachers, and the obstacles put in the way of thorough supervision by the long holidays in Karen schools, and the necessity for placing this district with Henzada under one Inspecting officer.

Henzada District.

The numerical decline in this district is comparatively slight. There are 55 registered schools as compared with 59 last year, and 1,682 pupils against 1,788. The number of passes is greater by 59. The number of girls in attendance has fallen from 623 to 594, but there is here again an increase of 27 in the number of passes. It is probable that in spite of the reduction of grants and the strict enforcement of the rules with regard to teachers' qualifications, this district would have shown better totals under every head had not fever been very prevalent, especially during the time of the rewarding examinations.

Myaungmya District.

The illness of the Deputy Inspector of Karen Schools and the appointment of a substitute late in October interfered considerably with the inspection work of the circle. To this cause and to the failure of teachers to qualify under the new orders may be attributed the decrease in the number of schools. There are 38 schools registered against 48 last year. The number of pupils also has fallen

from 1,391 to 1,154. On the other hand, the interest of the Karens in educational matters is shown by the generous support they have given to the existing schools, and by the success of those schools. In spite of the decrease in numbers, the total passes increased by 117. A noteworthy feature is the attention devoted to female education. The numbers, it is true, share the general decrease and have fallen from 591 to 491, but passes have increased by 50. There are two Roman Catholic Mission schools devoted solely to the teaching of Karen girls.

The placing of this district with Bassein under one Karen Deputy Inspector renders through supervision difficult, more especially as the Karen schools are closed for so long a period.

BASSEIN DISTRICT.

The same causes which produced a decline in numbers in the Myaungmya district have had similar effects in Bassein district. The number of registered schools has fallen from 88 to 77; the number of pupils from 2,380 to 1,855. At the same time there has been no diminution of the energy and generosity of the Karen communities. The existing schools are well supported, and in spite of their reduced numbers, the passes gained during the year show a net increase of 88. The number of girls in attendance has fallen from 1,014 to 819, and the schools are fewer, 77 against 88 last year. The passes are more numerous by 43 than last year. There is a growing feeling in the district that a Normal school for girls at Bassein would be a great gain to education, and there is hope that such a school may be opened in the course of next year. The Officiating Deputy Inspector, Maung Tun Win, has done good work during his six months' tenure of the office. Maung Myat Nyein, Myoôk of Kyaunggôn, and Maung Po Saw, Myoôk of Thabaung, have given us great help.

Tenasserim Division.

The following are the general statistics of Karen Indigenous schools for the Tenasserim division :—

	1896-97.	1897-98.			Increase.	Decrease.
		Boys.	Girls.	Total.		
Schools	103		104		1	...
Pupils	3,209		3,297		88	...
Full passes—I	791	647	293	940	149	...
Full passes—II						
Full passes—III	240	129	59	188	...	52
Full passes—IV						
Grants paid ... ... Rs.	7,130		7,183		53	...
Grants earned ... ... „	8,729		7,650		...	1,079
Certificated managers	2		8		6	...
Itinerant teachers	...		...		...	...
Certificated assistant teachers	3		6		3	...
Karen certificated teachers	32		17		...	15

Notwithstanding losses of schools in the Toungoo and Salween districts, the total number has risen by one, several new schools having been registered in the Thatôn district. Attendance, it will be noticed, has been well maintained, and the increase in full passes under Standards I and II is very satisfactory. The falling off in Standards III and IV is to be regretted, but is in no way surprising.

The smaller earnings consequent on the reduction in grants undoubtedly has had the effect of impairing the efficiency of the teaching staff in many localities, and, until parents come forward more liberally in support of their schools, it is difficult to see what can be done.

The increased number of certificated managers gives promise of progress. Thatôn and Amherst districts divide the six additional teachers between them.

Three certificated assistant teachers have been added to the number at work in the Toungoo district, where there is a heavy falling off in Karen certificated teachers employed.

The Toungoo district continues the seat of the greatest activity and contains nearly three-fifths of the total number of schools found in the division, there being in Toungoo Town the three important schools carried on under the immediate supervision of the American Baptist, Roman Catholic, and S. P. G. Missions.

The Thatôn and Amherst districts come next in importance and contain some promising schools. The Mergui district has but two schools (an increase of one) and in the Salween Hill Tracts there are at present none.

AMHERST DISTRICT.

In this district Karen schools are few, 18 only against 16 last year, but attendance has risen by 90 pupils. Increased efficiency has been secured in Standards I, II and VI, but a slight falling off is seen in Standards III and IV.

The Attaran township, with eight schools, shows the most progress, earning in grants Rs. 394. Work was hindered to some extent by heavy floods. The best school is that of Maung Charlie at Kya-in.

The Bilugyun township comes next with four schools, that of Maung Dwè, a certificated teacher, being the best, though, owing to the introduction of tuition fees, not quite so well attended as usual.

The Haungtharaw township has fallen off owing to the indifference of the people and the departure of the monk from the only monastic school able to teach arithmetic.

The Wagaru township came on the list this year with one school only, and Karens being few, there is little prospect of improvement.

The Yelamaing township, with but few Christian Karens, keeps up one school, and that has not improved. The teacher is ill-qualified, gets no support from fees, and earned Rs. 22 only.

THATÔN DISTRICT.

In the Thatôn district progress is reported. Four schools are under certificated managers. One certificated teacher has been at work and six teachers holding Karen teachers' certificates.

In all 24 schools have been maintained against 16 last year. Attendance has risen from 592 to 895. First and Second standard passes are more numerous by 93 and 5 respectively, but in other standards small decreases are shown, partly owing to schools having been more strictly examined, partly, probably, owing to managers finding it difficult to provide proper teachers for the higher classes.

Thatôn Town shows some progress. The Taungthu monks are said to be gradually becoming less suspicious as to the aims of Government in promoting secular education.

The Thatôn and Pa-an townships have also improved, though they contain few good schools.

The Hlaingbwè township has fallen off in all respects, but of the two schools lost, one has only been removed to Pa-an township. The other could not be kept up.

In the Martaban township three small schools have been registered, and between them secured 17 First standard passes.

MERGUI DISTRICT.

Schools are two in number (both monastic), with 33 pupils between them. Passes are I, 6; II, 4. Grants earned Rs. 34. The results are small, but indicate progress since last year.

TOUNGOO DISTRICT.

Schools have numbered 60 against 67 last year owing to teachers not having been obtainable or to villages having been unable or unwilling to keep them at work.

Pupils have fallen from 2,070 to 1,822, which indicates that the general attendance has not been so good as usual. Cholera and small-pox in certain localities are said to have caused the falling off.

Passes under Standards I, III, IV and VI show decreases, while under II and in the elementary class there has been improvement. Owing to paucity of funds seven Karen certificated teachers on · have been at work during the year. Two others were selected for employment, but their work proving unsatisfactory they were dismissed.

In 1896-97 these teachers numbered 20, and the heavy decrease of 13 cannot but have adversely affected school work.

In Toungoo Town one school was closed for want of funds to maintain it. The American Baptist Mission School was poorly attended owing to illness among the children, and at the Roman Catholic Mission School the pupils having been dismissed owing to cholera, many feared to return ; hence in attendance and passes there has been a heavy falling off.

In the Leiktho township progress has been made, and in Tantabin good, steady work is recorded.

In the Ôktwin township there are but two schools, but better results are shown.

In the Kyaukgyi township the schools have not done quite so well as usual and one has been closed, the village having been broken up by the people dispersing themselves elsewhere.

SALWEEN DISTRICT.

Work in this district has, it is to be regretted, again come to a standstill.

The three managers who were carrying on schools last year have found themselves unable to maintain them. One at Kawkayet was closed owing to Maung San E, the Forest Ranger, who virtually supported it, being transferred to another locality.

The other two at Papun were ill-attended and so poorly supported by the people that their managers were unable to make a livelihood and in consequence have closed them.

There seems so little desire for instruction in the locality that there is no prospect of any school meeting with success.

(*c*) *Tamils and Telugus.*

The following are the general statistics of Tamil schools :—

	1896-97.	1897-98.			Increase.	Decrease.
Schools	49	51			2	...
Pupils	1,173	1,308			135	...
		Boys.	Girls.	Total.		
Full passes—I	375	303	91	394	19	...
Full passes—II						
Full passes—III	108	55	25	80	...	28
Full passes—IV						
Grants paid ... ... Rs.	1,650	2,663			1,013	...
Grants earned ... ... „	3,699	2,813			...	886
Certificated managers	1	5			4	...
Itinerant teachers	...	...			...	...
Certificated assistant teachers	...	...			...	...

There is not much change to report in the condition of these schools. They have risen from 49 to 51, and the attendance appears to have generally improved. Passes under Standards I and II have risen, those under III and IV fallen in number. The reduced rates for results grants has discouraged the teachers and led some to give up their schools.

Rangoon Town contains the greater number of schools, and is the most successful.

In Moulmein, though the schools are smaller and earnings less, some progress is shown.

The figures for the Hanthawaddy district also indicate improvement. In the Amherst district the Tamils are so scattered that to establish and maintain a school is at present practically impossible.

RANGOON TOWN.

Tamil schools, as before, are 22 in number, while their attendance has risen from 670 to 787. Passes are fewer by 17 owing to a heavy falling off under Standard III. Parents who send their children to the Vernacular schools are said to be indifferent to their remaining after they pass Standard II, and at the reduced rates of grants teachers are perhaps not keen to keep them longer. It probably pays them better to give their full attention to pupils in the two lowest standards.

The schools, as a rule, are not large and earn from Rs. 20 to Rs. 80 each.

Those of the American Baptist and S. P. G. Missions are better and earn larger sums.

That of Marimuthu, who employs an assistant and is able to pay Rs. 15 a month rent, is especially referred to by the Deputy Inspector as doing good, steady work.

All schools have been visited three times during the year. Among the teachers employed one holds the higher and four the lower grade (Madras) certificates.

HANTHAWADDY DISTRICT.

The total number of public schools increased from 12 to 15 during the year and pupils from 206 to 261. Passes increased from 26 to 44 in Standard I and from 18 to 20 in Standard II. They fell from 20 to 5 in Standard III, while Standard IV showed two passes for the first time. The decrease in Standard III was due chiefly to the fact that pupils do not remain in school after passing Standard II. Thabyegan and Kyauktan townships account for 13 out of the decrease. The Fourth standard passes were obtained in Kyauktan township.

Work among the Tamils is peculiarly difficult owing to the wandering habits of many of the coolies. The difficulty is intensified by the fact that owing to the people being widely scattered it is difficult to collect children in sufficient numbers to form a school. That the better class of Tamils desire education for their children is shown by the fact that a well-to-do man engages a teacher practically to teach his own children.

MOULMEIN TOWN.

The figures for the year indicate little progress. Schools have increased from 12 to 14 and pupils from 243 to 260. But passes show almost no change except in Standard II, where they have risen by seven. The Deputy Inspector of Schools reports that with but one exception the teachers are unfit to sit for the Primary grade Teachers' Certificate, and that some who, though unqualified, have shown some energy, are giving up teaching owing to the difficulty of making their schools pay.

(*d*) *Kachins.*

The following are the general statistics of Kachin schools for the year under report :—

		1896-97.	1897-98.			Increase.	Decrease.
Schools		1	1			...	...
Pupils		20	54			34	...
			Boys.	Girls.	Total.		
Full passes	I	4	12	6	18	14	..
	II						
	III						
	IV	3	6	3	9	6	...
	V						
	VI	5	3	1	4	...	1
	VII						
Grants paid	Rs.	289	215			...	74
Grants earned	„	291	331			40	...
Certificated managers		1	...			...	1
Itinerant teachers		...	...			...	...
Certificated assistant teachers		...	...			.	...

The American Baptist Mission Kachin School, Bhamo, shows progress. The number of pupils and passes gained have each more than doubled. Passes were gained by the first seven standards.

The school is to be a Normal school, and pupils when fully certificated are to be sent as teachers among the Kachins. At present there are no registered village schools, and I do not know whether any village schools exist.

(e) Chins.

The following are the general statistics of Chin schools for the year under report:—

		1896-97.	1897-98.			Increase.	Decrease.
Schools		1	1			...	...
Pupils		69	65			...	4
			Boys.	Girls.	Total.		
Full passes	I	17	15	6	21	4	...
	II, III, IV, V	18	3	1	4	...	14
	VI, VII	17	...	3	3	...	14
Grants paid	Rs.	550	534			...	16
Grants earned	Rs.	534	267			...	267
Certificated managers		...	...			...	...
Itinerant teachers		...	...			...	...
Certificated assistant teachers		...	...				...

The school indicated above is at Sandoway and is under the American Baptist Mission. Its condition is not satisfactory. The numbers have fallen off, and though there is a slight increase in passes by Standards I and II, there is a very great falling off in the standards above. *The school needs better supervision and attention.*

(f) Talaings.

AMHERST DISTRICT.

During the past year the Sub-Inspector of Talaing Schools in Amherst district has been diligent in inspecting, and has done all in his power to promote education. In spite of the want of suitable books, progress has been made, and nine schools with 376 pupils were placed upon the inspection list. Their distribution is as follows:—

Haungtharaw	None.
Attaran	2
Zaya	2
Bilugyun	3
Wagaru	1
Ye	1

The names of their managers are—

U Bodda Wuntha	Kado, Attaran.
U Waralinga	Tarana, Attaran.
U Kaitteethara	Kwante, Zaya.
U Sulaboddhi	Mudôn, Zaya.
U Adaippa	Kalado, Bilugyun.
U Nalagiri	Muritgale, Bilugyun.
U Thu Wonna	Kawdot, Bilugyun.
U Punya	Wagaru.
U Lawka Teza	Hangan, Ye.

It is hoped that during the current year 1898-99 some of them will be able to present candidates for examination.

THATÔN DISTRICT.

The Sub-Inspector has explored this district, visiting the schools and encouraging the monks to take up educational work. He has placed upon the register

four schools (with 156 pupils) for examination during the current year. They are those of —

U Nanda at Zathabyin.
U Pninnyadaipa at Thanhlay.
U Kema at Kata.
U Wi Ya Ma at Paung.

These monks are considered to be intelligent and interested in education.

SECTION VI.

SPECIAL INSTRUCTION.

42. Under this head come—

A.—Training schools for teachers.
B.—Technical schools.
C.—Professional schools.

43. The following are the statistics for the last two years :—

Class of institution.	1896-97.		1897-98.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	2	159	2	143
Training schools for mistresses	4	83	4	84
Law schools	1	16	1	17
Engineering and Survey schools	22	604	22	498
Industrial schools	...	...	1	27
Other schools	12	273	12	341
Total ...	41	1,135	42	1,110

The schools have increased by 1, under the head Industrial; but the pupils have fallen by 25.

44. A.—TRAINING SCHOOLS FOR TEACHERS.

Name of school.	1896-97.		1897-98.	
	Schools.	Pupils.	Schools.	Pupils.
Normal School, Moulmein	1	83	1	67
Normal School, Baptist College, Rangoon	1	76	1	76
Normal School, A. B. M. Girls' School, Kemmendine ...	1	32	1	35
Normal School, St. John's Convent, Rangoon	1	18	1	13
Normal School, St. Mary's S. P. G. Girls' School, Rangoon	1	11	1	15
Normal School, A. B. M., Moulmein	1	22	1	21
Total ...	6	242	6	227

45. The following are the results of the annual examination of the first and second years' Normal classes :—

(*a*) *Anglo-Vernacular.*

Name of school.	Secondary Grade.								Primary Grade.							
	1896-97.				1897-98.				1896-97.				1897-98.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein	8	8	11	9	2	2	7	6	...	...	...	...	...	..	...	...
St. John's Convent Normal School, Rangoon ...	5	4	8	8	2	2	3	3	...	...	...	...	..	...	...	.
Baptist Mission Normal School, Rangoon	10	10	10	9	10	10	11	9	24	19	6	6	7	7	11	11
Total ...	23	22	29	26	14	14	21	18	24	19	6	6	7	7	11	11

(*b*) *Vernacular.*

Name of school.	Secondary Grade.								Primary Grade.							
	1896-97.				1897-98.				1896-97.				1897-98.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein	*8	8	15	9	*9	9	4	4	...	...	...	...	...	..	...	...
Morton Lane Girls' School, Moulmein	2	2	1	1	...	...	2	2	13	13	...	...	3	3	..	...
Baptist Mission Normal School, Rangoon	9	6	4	3	4	3	6	6	...	...	...	...	...	...	...	...
A. B. M. Burmese Girls' School, Kemmendine, Rangoon	13	13	5	5	13	13	12	12	...	..	...	...	...	...	...	...
St. Mary's S. P. G. School, Rangoon	6	4	5	4	8	5	4	4	...	...	...	...	...		...	...
Total ...	38	33	30	22	34	30	28	28	13	13	...	...	3	3	...	...

* Includes Urdu candidates.

The numbers in attendance at the Government Normal School show a very large falling off. In the first year there were only two students. While the Prinpal, Mr. Wilkins, acted as Inspector of Schools, the officiating Principal took no pains to improve the condition of this department, and seems to have taken no interest in it whatever. St. John's Convent also shows a falling off owing to the difficulty of getting girls to remain for a three years' course of training.

In the Government Normal School, Moulmein, and in St. John's Convent there are no classes for Primary grade students.

The Baptist College maintains its numbers in the Secondary grade, but the Primary grade students have fallen from 24 to 7. Of the 19 who passed the first year's course last year, only 11 were presented for the second year during the year under report.

The number of Normal students varies very greatly, and one year may show very large increase or decrease over another. No real explanation can be offered of the decrease in the Primary grade first year's students. The decrease from 19 who passed the first year's test last year to 11 who passed the second year's test this year, is due in great measure to students dropping out of the course and re-paying their stipends.

Vernacular Normal Schools are almost stationary in attendance, except in regard to the Primary grade students, who have fallen off greatly in numbers. In the Morton Lane School, Moulmein, there is not so much demand for this certificate; and as most of the girls remain in school till they have passed the Seventh standard, they naturally prefer the Secondary grade certificate.

The results are fairly satisfactory.

46. The results of the final Teachers' test, as far as the Normal schools are concerned, are here given:—

Name of school.	Anglo-Vernacular.								Vernacular.							
	Secondary grade.				*Primary grade.*				*Secondary grade.*				*Primary grade.*			
	1896-97.		1897-98.		1896-97.		1897-98.		1896-97.		1897-98.		1896-97.		1897-98.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein.	8	5	10	4	...	...	...	...	18	12	17	* 15	...	...	...	...
St. John's Convent Normal School, Rangoon.	3	2	7	1	...	...	...	...	..	...	...	...	...	...	...	...
American Baptist Mission Girls' School, Kemmendine, Rangoon.	...	...	...	...	...	...	...	...	14	8	9	2	...	...	...	...
Morton Lane Girls' Normal School, Moulmein.	...	...	...	...	...	...	...	...	7	3	4	4	...	...	12	7
Baptist Mission Normal School, Rangoon.	5	5	8	6	4	4	6	3	4	4	2	...	...	...	...	...
St. Mary's Normal School, Rangoon.	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...
Total ...	16	12	25	11	4	4	6	3	43	27	35	21	...	...	12	7

* Includes Urdu candidates.

The failure in the Kemmendine school and in St. Mary's S. P. G. are due in the case of the former to its having passed from the hands of Miss McAllister, who has for many years been at its head, to others who are quite new to the work. I hope that next year's results will be better. In the case of the latter, the teacher has been absent, owing to illness, the whole year, and the work has been in the hands of a substitute, who has not done justice to the school.

The failure of the Government Normal School, Moulmein, and St. John's Convent, Rangoon, in the Anglo-Vernacular is not creditable. The officiating Principal of the former utterly neglected the Normal school, and I fear the teaching in the latter is not good. I have referred in the Introduction to the whole question of Normal school training and need say no more here.

47. The following statement shows the percentage of passes for the final theoretical tests in the Examinations for Teachers' Certificates for the past two years :—

Grade of examination.	1896-97.						1897-98.					
	Presented.		Passed.		Percentage of passes.		Presented.		Passed.		Percentage of passes.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Vernacular Primary	207	32	20	3	9·7	9·4	295	42	76	9	25·8	21·4
Anglo-Vernacular Primary	63	15	19	14	30·2	93·3	75	5	27	2	36·0	40·0
Vernacular Secondary	224	30	47	15	21·0	50·0	195	27	41	8	21·0	29·6
Anglo-Vernacular Secondary	76	11	34	8	44·7	72·7	63	11	29	5	46·0	45·5
Anglo-Vernacular Higher	6	1	4	1	66·7	100·0	4	...	3	...	75·0	...
Total ...	576	89	124	41	21·5	46·1	632	85	176	24	27·8	28·2

48. The following table shows the number of pupil-teachers employed during the years 1896-97 and 1897-98 in each division with the results of the examination :—

Division.	Number of pupil-teachers.						Number of passes.						Remarks.
	1896-97.			1897-98.			1896-97.			1897-98.			
	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.	
Arakan	10	...	...	7	3	...	2	...	...	5	...	...	
Tenasserim	27	...	...	19	17	...	10	...	...	14	6	...	
Pegu	36	17	...	36	23	15	22	15	...	24	11	6	
Irrawaddy	62	...	...	37	33	..	25	...	...	30	8	...	
Meiktila	17	...	...	19	15	..	17	...	...	15	7	...	
Minbu	7	...	...	33	23	...	6	...	...	22	18	...	
Mandalay	13	...	...	15	15	...	10	...	...	13	15	...	
Sagaing	18	...	...	29	12	...	13	...	...	17	4	...	
Total ...	190	17	...	195	141	15	105	15	...	140	69	6	

There were 351 Pupil-teachers in the province during the year under report as against 207 last year. The examinations of Pupil-teachers are the same as those of Normal students of the Secondary grade. Passes number 215 this year as compared with 120 last year. This includes six passes in the final examination as well.

B.—Technical Schools.

(*a*) *Industrial.*

49. *American Baptist Mission Bghai-Karen School, Toungoo.*—The following are the results of the year's work :—

Subjects.	1896-97.				1897-98.			
	Passes.				Passes.			
	IV.	V.	VI.	VII.	IV.	V.	VI.	VII.
Printing	1	2	1	1	3	...	1	...
Book-binding	2	2	1	1	1	1	2	1
Carpentry	7	...	...	...	6	3	...	...
Blacksmith	3	1	...	...	...	...	...	...
Weaving	6	...	...	...	6	1	...	...
Total ...	19	5	2	2	16	5	3	1

Attendance at this institution has been lower than usual in the printing, book-binding and weaving departments. In the carpenter's shop it has remained as usual, but the smithy has been altogether empty. In the four departments maintained fair practical work has been done, and the carpentry shows improvement. *This school might do a great deal more.*

The Roman Catholic Mission Industrial School building at Chanthagôn in the Northern Circle is nearly ready, and the school will shortly be at work, I hope.

These are the only purely industrial schools. Various industries, especially weaving, are taken up by schools.

(*b*) *Kindergarten and Slöjd.*

Kindergarten.—The average attendance at the various classes was as follows:—

Schools.	1896-97.		1897-98.	
	First year.	Second year.	First year.	Second year.
Government School, Moulmein	14	3	19	5
Baptist College (Alôn), Rangoon	12	7	15	9
Union Hall School, 73, Dalhousie street, Rangoon ...	21	...	18	18
American Baptist Mission Pwo-Karen School, Bassein ...	5	...	6	..
American Baptist Mission Morton Lane School, Moulmein...	14	14	14	10
St. Joseph's Convent, Moulmein	15	...	8	14
Methodist Girls' School, Rangoon	15	17	12	16
St. John's Convent, Rangoon	15	32	16	10
St. Mary's S. P. G., Rangoon	2	12	23	17
American Baptist Mission Girls' School, Kemmendine, Rangoon.	5	12	19	16
Diocesan Girls' School, Rangoon	20	...	25	1
St. Joseph's Convent, Mandalay	40	...	40	10
Total ...	178	97	215	126

St. Mary's S. P. G. School, Rangoon.—This class is steadily improving. The number of pupils on the roll is about the same as last year, and all who were eligible for examination passed.

Methodist Episcopal Girls' School, Rangoon.—Attendance here has been more regular than hitherto, and there are indications that the classes are becoming more popular.

St. John's Convent, Rangoon.—The Kindergarten department is fairly well managed. There is, however, as in the Normal department, a want of life and activity in the work. The attendance is good.

Baptist College, Rangoon.—The Kindergarten classes are under the care of Burmese teachers who received their practical training from American teachers. The classes are well attended and the work done is of a very high order.

American Baptist Mission Girls' School, Kemmendine, Rangoon.—Notwithstanding the change of teachers, work has been well carried on. Two Seventh standard students have assisted for practice. It is a pity that the classes are not more largely attended.

American Baptist Mission Tamil and Telugu School, Dalhousie street, Rangoon.—During Miss Armstrong's absence, work has been satisfactorily carried on by two native teachers under Mr. Armstrong's supervision. Attendance has been fairly good; it should be larger.

American Baptist Mission Pwo-Karen School, Bassein, has only a small class of seven, all doing first year's work. For the long time this department has been at work, it is time it was doing better.

Government Normal School, Moulmein.—Work has gone on as usual, but attendance, especially in the second year, is not satisfactory.

Morton Lane School, Moulmein.—In the very convenient new building completed early in the year, work has been carried on even more efficiently than before. Miss Dyer and her two assistants have done all possible to make the classes popular. The classes are chiefly valuable as affording the Normal students the opportunity of becoming acquainted with Kindergarten work.

St. Joseph's Convent, Moulmein.—Attendance at these classes has fallen off considerably, and is so small that it appears hardly worth while to maintain them. It is hoped that a strong effort will be made to secure more pupils.

St. Joseph's Convent, Mandalay, has made a fair start and will do well, if carefully and intelligently supervised.

A modified system of Kindergarten was introduced largely into Vernacular schools during the year, and was eagerly taken up. Even monastic schools were not behind-hand. The best schools in Kindergarten work are those of Maung Ba and Maung Hmat, Prome town, where the work done would not disgrace a properly equipped European school.

Slöjd.—A very good beginning has been made in the Government Normal School, Moulmein. Next year's report will give particulars. The classes are popular, and many boys from the school have joined it. The training is compulsory for Normal students.

(*c*) *Vocal Music.*

The following table shows the passes :—

School.	Infant class.	Standards I and II.	Standards III and IV.	Standards V, VI, and VII.
American Baptist Mission Sgau-Karen School, Bassein ...	...	...	33	39
American Baptist Mission Pwo-Karen School, Bassein ...	...	...	...	...
Methodist Episcopal Girls' School, Rangoon	28	65	21	28
Cantonment School, Moulmein	7	6	16	19
American Baptist Mission Chin School, Thayetmyo ...	...	...	14	...
American Baptist Mission School, Myingyan	...	77	...	...
Episcopal Wesleyan Mission Scholo, Mônywa	...	58	...	...
Total ...	35	206	84	86

Vocal music is not so extensively taken up as it deserves to be. The great impetus which has been given to Tonic Sol-fa in Rangoon through the disinterested efforts of Mr. Sheriff has done much to extend the knowledge of this interesting and useful system. Unfortunately the classes held do not affect the district schools. Rangoon gets all the benefit. A great deal could be done if continuous classes for one month could be held at which selected teachers could attend.

The Karens, with training, would sing well, and the Burman is not nearly so deficient in musical talent as he is supposed to be.

The few schools which have taken up vocal music have shown considerable proficiency, especially amoung the indigenous ones.

Those out of Rangoon need more systematic training.

(*d*) *Schools of Art.*

The following statement shows the results of the Drawing examinations for Teachers' Certificate for the past two years :—

District.	1896-97.				1897-98.			
	First grade.		*Second grade.*		*First grade.*		*Second grade.*	
	Passed.	Excellent.	Passed.	Excellent.	Passed.	Excellent.	Passed.	Excellent.
Rangoon ...	8	4	4	...	9	3	2	4
Hanthawaddy ...	8	2	...	...	..	...	...	...
Pegu ..	12	6	...	...	15	1	3	1
Tharrawaddy ...	..	...	...	...	11	2	...	...
Prome ...	53	12	1	2	44	3	2	...
Thayetmyo ...	4	2	...	...	5	2	...	...
Moulmein ...	...	...	...	...	21	3	...	...
Tavoy ...	...	...	...	2	...	...	...	...
Mergui ...	1	2	...	...	...	...	...	...
Toungoo ...	...	..	3	1	...	...	4	...
Akyab ...	...	...	...	...	...	...	1	1
Sandoway ...	...	...	...	...	1	1	...	...
Thôngwa ...	1	...	1	...	3	1	...	...
Bassein ...	...	...	...	...	...	...	2	...
Henzada ...	...	...	...	...	3	...	1	...
Minbu ...	...	...	...	...	1	...	3	1
Magwe ...	...	...	...	..	2	1	2	...
Total ...	87	28	9	5	115	17	20	7

The question of giving instruction in drawing to teachers was taken up more widely this year than last. Last year there were only three centres, Rangoon, Pegu, and Prome, the last being by far the most important. This year classes were opened at 11 centres. Candidates from Tharrawaddy and Thayetmyo met at Prome: with that exception, at all the centres mentioned in the foregoing table drawing was taught. There were 132 passes in the Primary grade against 115 last year, and 27 in the Secondary as against 14. The results were exceedingly satisfactory. "Excellents" in the Secondary grade examination are not yet numerous, but "Passes" have increased. In the Primary grade good progress has been made. Several candidates have now passed all the examinations of the Primary grade, qualifying them as teachers. The Itinerant teachers from the Pegu division and from Thayetmyo, Minbu, and Magwe districts attended drawing classes, and by their agency it is hoped that drawing will become popular in the better class of lay schools.

One lay school-manager at Padigôn village, Prome district, who has himself passed in drawing, taught his Pupil-teachers this subject and they did very well in their examination. I look forward with confidence to the future of this subject, for which the Burmans themselves show considerable aptitude.

In the Northern Circle, drawing has not made the start it has elsewhere.

The Central Circle is by far the most advanced, and this is due to the personal efforts and attention of Mr. Wedderspoon, the Inspector. If his methods were adopted by the other Inspectors, there would be a much greater advance in the teaching of drawing in the Vernacular schools.

I hope to be able to report greater progress next year.

The following table shows the number of pupils under instruction in drawing in Anglo-Vernacular schools:—

Name of school.	Number of pupils.				
	III.	IV.	V.	VI.	VII.
Rangoon College, Rangoon	43	69	79	73	...
Government High School, Moulmein	29	56	59	35	18
Municipal School, Mergui	30	12	11	8	3
Municipal School, Tavoy	27	21	22	5	17
Municipal School, Shwegyin	17	14	15	8	17
Municipal School, Pegu	31	29	21	18	11
Municipal School, Prome	...	...	16	16	21
Municipal School, Paungdè	9	8	10	5	5
Municipal School, Minbu	10	17	4	..	...
Municipal School, Bassein	31	38	24	25	18
Municipal School, Yandoon	24	19	25	9	4
Municipal School, Akyab	51	32	32	13	12
Municipal School, Kyaukpyu	12	11	7	10	6
Municipal School, Sandoway	21	13	15	8	2
Municipal School, Ngathainggyaung	...	9	4	..	...
Municipal School, Henzada	28	26	23	6	...
Baptist College, Rangoon	33	...	.	.	28
St. Paul's Roman Catholic Mission School, Rangoon ...	...	109	117	...	...
St. Patrick's Roman Catholic Mission School, Moulmein ...	37	33	24	15	...
St. Andrew's S. P. G., Thayetmyo	...	...	..	..	6
American Baptist Mission Burmese School, Bassein ...	20	18	13	8	...
American Baptist Mission Pwo-Karen School, Bassein ...	16	17	7	...	...
American Baptist Mission Sgau-Karen School, Henzada ...	37	28	20	12	20
Bombay-Burma Trading Corporation's Anglo-Vernacular School, Dala.	2	...	...	...	...
Total ...	508	579	548	274	188

Drawing was examined as a class subject in most of the schools and individual passes have not been shown. In the Entrance examination 20 candidates passed in Drawing.

Increasing attention will be paid to the proper teaching of this subject.

(*e*) *Drill.*

This subject is being taken up by more schools. The Vernacular schools are beginning to take it up and a few of them do remarkably well in it. The lay schools

in Salin, Minbu district, have all studied it, and the pupils show very great proficiency. This result is mainly due to Mr. Theophilus, Head Master, Anglo-Vernacular Town School, Sinbyugyun. Maung Ba's lay school, Prome town, also does good work.

All the Anglo-Vernacular schools ought to take it up.

(*f*) *Calisthenics and Musical Drill.*

This work is confined to girls' schools under European management, except in the case of Salin town, where all the lay schools do it. Musical drill is, however, next to an impossibility for the Burman at present.

In the Northern Circle only two schools, St. Joseph's Convent and the American Baptist Mission Eurasian Girls' School, Mandalay, teach this subject, and the results were poor.

Every girls' school ought to take up this work. It is sadly needed.

C.—PROFESSIONAL SCHOOLS.

(*a*) *Law.*

There are two classes, the senior and junior. The senior class is intended for those reading for the B. L. Examination of the Calcutta University and for those who wish to appear for the Provincial First-grade Advocateship Examination. In the junior class the subjects taken are those of the Provincial Second-grade Advocateship Examination. The lecturer for both classes during the year was Mr. Chan Toon, Barrister-at-Law. Two lectures a week were delivered to each class during the term. Lectures during the terms commenced in May 1897 and continued till the end of March 1898. The senior class opened with six students, all reading for the B. L.; in the junior class there were 20 students. Owing to the fact that there is no admission or re-admission fee the numbers in these classes have generally fluctuated during the year somewhat more than in the other College classes. The candidates for the B. L. degree seldom attend more than the minimum number of lectures required by the University, and this is the usual practice in Indian colleges. Those who are going up for the Second grade Advocateship Examination have to send in their applications in March, and many cease attending lectures a month or even two before that date. Hence the number on the books at the end of the term is found usually to be considerably less than at the beginning.

	Number on books, May 1897.	Number on books, March 1898.
Senior class	6	4
Junior class	20	10

In the senior class two students completed the course for the B. L. and sat for the examination; one passed.

In the junior class six appeared for the Provincial Second-grade Advocateship Examination and four passed out of a total of five successful candidates for the whole Province.

The total amount received in fees during the year was Rs. 1,209 and the total expenditure Rs. 3,600, being the lecturer's fee of Rs. 300 a month for 12 months.

(*b*) *Engineering.*

There has been no change in the teaching staff of the Government Engineering School during the year under review.

The results of the examination held in March last for the appointments of Upper and Lower Subordinates of the Public Works Department are as follows:—For the former Maung Po Thaw, Shwe Mra Aung, and Maung Mya were the

successful candidates, but as only two appointments are available, Maung Po Thaw and Shwe Mra Aung have been appointed as Apprentice Overseers, second grade. Sanction of the Government of India is now being applied for, for the appointment of Maung Mya to the Upper Subordinate Establishment For the latter only four qualified for the five vacancies, namely, Maung Kyaw Tun, C. E. Ellis, P. Boudville, and Maung Aung Gyi, and they have been appointed Sub-Overseers, third grade.

The attendance has been—

		1896-97.	1897-98.
Upper Subordinates	First year	3	3
	Second year	4	3
Lower Subordinates	First year	3	2
	Second year	6	4
	Total	16	12

Of the 12 boys, only 2 are non-Burmans, while last year 7 boys were non-Burmans This is an advance in accordance with the object for which the school was established. The non-Burman pupils join as private students, and are not allowed to compete for the guaranteed appointments.

The school is growing steadily in popularity and is doing good work. It is a strange fact that very few Karens join. I wonder that the various Karen Missions do not take advantage of this opening for their pupils.

I have to acknowledge my thanks to Messrs. Newton, Housden, and Dowrie of the Public Works Department for their kind help in conducting the examinations of the first and second years.

The income from fees for the last two years has been—

	Rs.
1896-97	596
1897-98	418

The expenditure, including the initial outlay for furniture and apparatus, has been—

	Rs.
1896-97	7,895
1897-98	8,072

Mr. Mitchell, under whom the school has been, deserves great credit for the care and attention he has bestowed on it. He is well supported by Maung Kyaw Tun, the Second Master.

(*c*) *Medical.*

(i) The Dufferin Maternity Hospital has done good work under Miss Forbes, the Resident Medical Officer, and her assistants.

The following table shows the number of pupils trained during the past two years :—

	Trained and left.	
	1896-97.	1897-98.
Europeans	...	...
Eurasians	3	5
Burmese	2	9
Karens	10	...
Shans	.	...
Total	15	14

During the year 12 pupils completed their course of training in midwifery, sick-nursing, and vaccination, and passed the required examinations ; five of these were Burmese and seven Karens.

At the close of the year there were 18 pupils under instruction, of whom two are Eurasians, nine Burmese, and seven Karens.

The annual report states:—

"The examiners each reported themselves satisfied with the standard of knowledge attained by the young women and the practical nature of the instruction which they had received."

It is very satisfactory to remark that there has been a further increase in the number of Burmese women, both as in-patients and out-patients.

Of the in-patients, 17 were Europeans, 87 Eurasians, 186 Burmese and 403 Natives of India, almost exclusively Madrasis.

Of 1,203 out-patients 477 were Burmese.

(ii) Of the Hospital Assistant scholars who joined the Madras School, one passed during the year.

The following table shows the number of medical scholars and the schools they are at:—

	1896-97	1897-98
Calcutta Medical College { Males	3	2
Calcutta Medical College { Females	4	4
Madras Auxiliary Medical School	8	13
Attending hospitals in the province for the pre-collegiate course	4	4
Total ...	19	23

(*d*) *Mechanical Engineering.*

Sixty-one lads were under training as indentured apprentices in the Railway workshops at Insein; 36 were Europeans and Eurasians, 10 Karens and 15 Burmans.

There are 26 European apprentices in receipt of stipends from the European Stipend Board. They are at work in the following places:—

	1896-97.	1897-98.
Dala Dockyard	3	2
Municipal Workshop, Rangoon	1	1
Bombay-Burma Trading Corporation's Saw-mill, Moulmein	1	1
Bulloch Brothers' Foundry, Pazundaung, Rangoon	1	3
Bombay-Burma Trading Corporation, Dala, Rangoon	2	2
Railway Workshop, Insein, Hanthawaddy district	16	14
Arakan Flotilla Workshop, Akyab	1	1
Irrawaddy Flotilla Company's Dockyard, Mandalay	2	1
Salween Steam Navigation Workshop, Moulmein	...	1
Total ...	27	26

Attached to the Railway workshops at Insein are two special classes—the Karen English class and the apprentice class for mensuration and drawing. The former has 19 pupils divided into three classes. It is not in a very satisfactory state. The Inspector of Schools, Central Circle, has taken steps to put it on a good footing. The latter likewise needs pulling up.

(*e*) *Commercial Instruction.*

The classes that have been at work are those in Maduray Pillay's School and worked in connection with the "Rangoon Teachers' Association" in "short-hand," "commercial arithmetic" and "book-keeping." No examination was held this year.

The commercial classes in connection with Maduray Pillay's School were not satisfactory. During the year the attendance has been small and the school was removed from the register.

(*f*) *Pali.*

The following are the results of the examination for the past two years :—

	1896-97.		1897-98.	
	Number presented.	Number passed.	Number presented.	Number passed.
Patama Gyi.				
Monks	...	...	21	5
Laymen	...	...	...	...
Total ...	...	...	21	5
Patama Lat.				
Monks	38	12	21	9
Laymen	12	5	2	2
Total ...	50	17	23	11
Patama Ngè.				
Monks	28	12	76	28
Laymen	34	5	11	4
Total ...	62	17	87	32

These examinations are becoming more popular each year.

I have referred somewhat fully to this scheme and its working during the past year in the Introduction.

(*g*) *Forests.*

Only one student competed for the Forest scholarship tenable at Dehra Dun, and passed.

SECTION VII.

FEMALE EDUCATION.

50. The following are the statistics for Female education in the Province for the past two years :—

Class of institution.	1896-97.		1897-98.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management.				
Maintained by the department	4	83	4	84
Maintained by Municipal Boards	1	160	...	...
Under private management.				
Anglo-Vernacular schools registered under the Grant-in-aid rules.	17	1,692	26	1,882
Aided indigenous Vernacular schools	201	7,057	220	7,193
Unaided indigenous Vernacular schools	58	1,049	44	711
Total ...	281	10,041	294	9,870
Boys' schools to which girls are admitted	1,961	19,896	1,478	20,448
Private institutions for indigenous instruction	775	2,656	550	2,557
Total ...	2,736	22,552	2,028	23,005
GRAND TOTAL ...	3,017	32,593	2,322	32,875

The schools under the department, it will be noticed, show no change in number, and an increase of one in attendance.

The single school maintained by Municipal Boards (the Girls' School, Rangoon) has passed under private management, becoming the Empress Victoria Buddhist Girls' School, and, with the Anglo-Vernacular Girls' School, Bassein, accounts for the increase of two schools under that heading. The increase of attendance (266) being large in proportion to the increase of 2 in schools, indicates a larger number of pupils attending the schools already on the list.

Vernacular schools for girls show an increase of 5 schools, and a total girl attendance of 202 less than in 1896-97; though Vernacular boys' schools which admit girls have fallen by 80, their girl attendance shows an *increase* of 88. It is evident that the 80 schools lost can have contained but few girls, and that on the whole schools admitting girls have been better attended by girls than usual.

Unaided indigenous Vernacular schools for girls show decreases in number and attendance.

Private institutions admitting girls have fallen in number by 225, though the attendance remains much the same.

In Arakan female education has not progressed; Akyab has lost 16 schools attended by girls against 22 last year, and has 81 pupils fewer. In Sandoway some progress is shown, three girls having passed by Standard V, whereas last year no passes higher than Standard IV were gained by girls. A satisfactory advance has been made in Henzada. In Myaungmya and Thôngwa there is a slight decline. In the Bassein district, where two *pôngyis* have been induced to open schools for girls, there is an increase of three in the number of schools attended by girls, but a slight reduction in the number of pupils in attendance. The Karen schools in the Irrawaddy division have lost some 230 pupils, and the schools attended by girls are fewer by 22. The decrease occurs chiefly in Bassein and Myaungmya, two large districts in charge of an Officiating Deputy Inspector, whose time from the date of his appointment in October last year was almost wholly taken up by rewarding inspections, which had fallen in arrears during the illness of his predecessor.

In the Pegu division the conditions of education for girls continue much the same as before. As the matter has been fully touched on in the reports on the various districts, further comment here is not required. It may be noted that only among the Burmese schools of Pegu and Hanthawaddy are decreases recorded.

In the Tenasserim division education among girls has gone on much as usual, and little has occurred calling for special comment.

In both divisions female attendance has been well maintained, and the general increases in full passes indicate a steady and satisfactory improvement.

In the Minbu division there is a slight decrease in schools attended by girls, but it is so slight that it has had little effect on the general results. The Thayetmyo district shows an increase of girl pupils, which counterbalances the loss in the other districts of the division.

In the Northern circle female education in Vernacular schools has progressed. Anglo-Vernacular schools for females have decreased, the American Baptist Mission Girls' School at Mandalay having been removed from the Anglo-Vernacular to the Vernacular list.

51. The following statement shows the number of girl pupils who have passed the several standards in the various schools:—

Class of school.	B. A.		F. A.		Entrance (Standards VIII and IX).		Middle stage (Standards V, VI and VII.		Upper Primary stage (Standards III and IV.		Lower Primary stage (Standards I and II.	
	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.
Government and Municipal.	...	...	1	2	3	...	...	...	6	...	26	...
Registered Grant-in-aid schools.	...	...	...	...	34	25	163	202	305	292	422	404
Burmese indigenous.	...	...	...	...	...	...	74	112	521	627	5,313	5,625
Karen indigenous	...	...	...	...	...	...	37	26	369	441	1,614	1,762
Mahomedan ...	...	...	...	...	...	...	...	...	15	2	95	28
Tamil indigenous	...	...	...	...	...	...	...	...	4	25	17	91
Total ...	...	...	1	2	37	25	274	340	1,220	1,387	7,487	7,910

Girls this year have done very well in the Entrance and F. A., taking the 2nd, 3rd, and 5th places in the first division and winning the Junior University Scholarships in the former; and two passed F. A., one taking 5th place in the 2nd division and winning a Senior University Scholarship.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(a) Europeans.

52. The following statement shows the number of schools attended by European pupils only and the number of pupils in them:—

Name of school.	Number of schools on 31st March.		Number of scholars on 31st March.					
			1896-97.			1897-98.		
	1896-97.	1897-98.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.								
Aided for boys { High schools	1	1	169	...	169	171	...	171
Aided for boys { Middle schools.	1	1	31	33	64	28	37	65
Total ...	2	2	200	33	233	199	37	236
Aided for girls { High schools	6	6	209	713	922	230	698	928
Aided for girls { Middle schools.	6	7	143	157	300	142	175	317
Total ...	12	13	352	870	1,222	372	873	1,245
Total Secondary Schools ...	14	15	552	903	1,455	571	910	1,481
Primary Schools.								
For boys	1	...	7	8	15	...	...	...
For girls	1	2	...	29	29	11	43	54
Total Primary Schools ...	2	2	7	37	44	11	43	54
Special Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	6	6	60	109	169	65	100	165
Total Special Schools ...	6	6	60	109	169	65	100	165
GRAND TOTAL ...	22	23	619	1,049	1,668	647	1,053	1,700

There is on the whole an increase of one school, 28 boys and 4 girls.

A large number of European children belong to families transferred to Burma and retransferred to India from time to time. Then, again, a very large number of the European parents in Burma prefer sending their children for education to the hill schools of India, though the cost is much heavier.

53. In the following schools European pupils are specially provided for. The figures shown against each school represent the number of pupils of all races, including Europeans, in attendance on the 31st March:—

		Pupils.
1.	Diocesan Boys' High School, Rangoon ...	171
2.	St. Philip's School, Rangoon	65
3.	St. John's Convent, Rangoon	247
4.	Diocesan Girls' High School, Rangoon	99
5.	Episcopal Methodist Girls' High School, Rangoon ...	194
6.	English Girls' High School, Moulmein	83
7.	St. Joseph's Convent, Mou mein	157
8.	St. Joseph's Convent, Mandalay	148
9.	St. Joseph's Convent, Toungoo	44
10.	Old Convent, Rangoon	51

11.	Cantonment School, Moulmein	54
12.	St. Matthew's School, Moulmein	32
13.	St. Anne's Convent, Akyab	62
14.	American Baptist Mission Eurasian Girls' School, Mandalay...	54
15.	Roman Catholic Mission School, Yamèthin	20
16.	Bishop's Home School, Rangoon	26
17.	St. Agnes' School, Rangoon	28
18.	St. Joseph's Convent (Kindergarten department), Moulmein	22
19.	Episcopal Methodist Girls' High School (Kindergarten department) Rangoon.	28
20.	St. John's Convent (Kindergarten department), Rangoon ...	26
21.	Diocesan Girls' High School (Kindergarten department), Rangoon.	26
22.	St. Joseph's Convent (Kindergarten department), Mandalay...	50
23.	St. John's Convent (Normal department), Rangoon ...	13
	Total ...	1,700

54. The following table shows the cost of European education in the 23 schools maintained for Europeans only :—

Heads of expenditure.	1896-97.		1897-98.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary Education	25,729	93,805	32,849	1,04,645
Primary Education	609	5,698	780	4,700
Special Education	4,325	6,756	3,340	7,356
Scholarships	1,630	1,630	1,043	1,043
Buildings	5,500	11,000	...	...
Superintendence	...	13,024	...	13,289
Furniture and apparatus	850	1,700	750	1,500
Miscellaneous	...	1,178	...	2,587
Total ...	38,643	1,34,791	38,762	1,35,120

55. The following gives the particulars according to the stages of instruction :—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	..	2	236	20	...	20	69	2	71	66	19	85	44	16	60	...	...	...	199	37	236
For boys — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	2	236	20	...	20	69	2	71	66	19	85	44	16	60	...	...	...	199	37	236
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	...	13	1,245	2	58	60	38	266	304	118	248	366	214	301	515	...	...	...	372	873	1,245
For girls — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	13	1,245	2	58	60	38	266	304	118	248	366	214	301	515	...	...	...	372	873	1,245
Total Secondary Schools	...	15	1,481	22	58	80	107	268	375	184	267	451	258	317	575	...	...	...	571	910	1,481
Primary schools—																					
For boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided	...	2	54	...	...	...	...	...	...	14	14	11	29	40	...	...	...	11	43	54
For girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	2	54	...	...	...	...	...	...	14	14	11	0	40	...	...	...	11	43	54
Total Primary Schools	...	2	54	...	...	...	...	...	...	14	14	11	29	40	...	...	...	11	43	54
GRAND TOTAL	...	17	1,535	22	58	80	107	268	375	184	281	465	269	346	615	...	...	...	582	953	1,535

56. The following table shows the number of passes under the standards gained by European pupils during the last two years :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions.	
	Europeans only.		*All races.*			
	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.
B. A.	...	...	1	1	1	1
F. A.	...	...	4	6	4	6
IX, VIII } Entrance ...	12	15	14	13	26	28
	33	16	18	8	51	24
VII, VI, V } Middle ...	29	49	16	36	45	85
	60	63	39	23	99	86
	63	69	32	56	95	125
IV, III } Upper Primary ...	90	93	76	59	166	152
	136	130	166	51	202	181
II, I } Lower Primary ...	143	152	44	65	187	217
	143	150	51	56	194	206
Total ...	709	737	361	374	1,070	1,111

From the foregoing table it will be seen that in schools for Europeans only an increased number of passes was gained in Standards I, II and III, while in schools for all races there was a falling off in these three Standards.

Taking the two classes of schools together, it appears that passes have increased in Standards I and II and fallen in Standard III, and also in Standard IV.

In Standards V, VI and VII there are fluctuations; schools for Europeans only doing best in Standard VII, and those for all races in Standards V and VII.

The better results all round in Standard VII are decidedly promising.

The following table shows the passes in the Middle English Scholarship, Entrance, F. A. and B. A., and the schools from which the pupils were sent up :—

Name of institution.	Middle English scholarship.	Entrance or IX Standard.	F. A.	B. A.
Rangoon College	1	2	6	1
Baptist College, Rangoon	...	2	...	...
Government High School, Moulmein	..	1	...	...
Municipal School, Prome	...	1	...	...
Municipal School, Bassein	1	...	...	...
St. Paul's R. C. M. School, Rangoon	2	3	...	...
St. John's College, Rangoon	1	4	...	...
St. Patrick's R. C. M. School, Moulmein	...	...	...	...
Diocesan Boys' School, Rangoon	...	4	...	...
Diocesan Girl's School, Rangoon	...	1	..	...
St. John's Convent School, Mandalay	...	2	...	...
St. Joseph's Convent, Moulmein	...	1	...	...
English Girls' High School, Moulmein	...	1	...	...
Methodist Episcopal Girls' High School, Rangoon ...	1	2	...	...
St. John's Convent, Rangoon	1	4	...	...
S. P. G. Royal School, Mandalay	1	...	...	...
Cantonment School, Moulmein	2	...	...	...
Total ...	10	28	6	1

Attendance, in spite of a slight decrease in the Methodist Episcopal School and the old Convent, Rangoon, shows an increase of 32.

(b) Karens.

57. The Karens continue to make progress. The support which the villagers give to their schools and the interest which they take in them is of the greatest service to schoolmasters. The Deputy Inspectors of Schools continue to mention the attempts made by Buddhist Karens to open schools of their own, but the Deputy Inspector of Schools, of Tharrawaddy, does not think that schools thus opened will be permanent. In many cases Buddhist Karens are content to send their children to neighbouring Christian villages where schools already exist. Details are given in Section V.

Anglo-Vernacular Karen schools continue to do well.

(c) Chins.

58. The Anglo-Vernacular Chin School, Thayetmyo, is not in a good state. It supplies a centre of instruction for the districts of Henzada, Prome, Thayetmyo and Minbu, and many of the pupils came from Henzada. The Inspector of Schools, Central Circle, reports that the pupils seem to find less difficulty in studying than they did before. The school at Sandoway, likewise, should do better. Application has been recently made to re-register it as a school for all races.

Chin indigenous schools, although they exist in the districts above mentioned, have not yet been registered under the Indigenous School Rules.

(d) Tamils and Telugus.

59. These schools have been dealt with in detail in Section V. Indigenous schools do not show much improvement for the reasons there given. An attempt will be made to establish schools under certificated managers at one or two centres in the hope that the supply of educated Tamil teachers may be increased.

Anglo-Vernacular Tamil instruction is much the same as before. Maduray Pillay's School, however, was badly managed, and consequently did badly in the examinations. It has fallen off considerably.

In the Northern circle there are no Vernacular schools and only 1 Anglo-Vernacular one, and that in Mandalay Town. This has somewhat improved, but is still far from being what it ought to be, and can be made.

(e) Chinese.

60. The Roman Catholic Mission Chinese School, Mandalay, is the only school for Chinese. The school shows progress. Under the new certificated head master it should do well. Provision is made for instruction in the Chinese language.

(f) Kachins.

The American Baptist Mission Kachin School, Bhamo, is the only Vernacular school for Kachins. There is no Anglo-Vernacular Kachin school. This school shows progress. The result of the promotion-examination this year was satisfactory. There is a small unregistered school under the same Mission at Myitkyina. No village schools seem to exist, though a Normal school for teachers exists at Bhamo, and has for some time been training teachers.

(h) Manipurians.

61. There are no registered schools for Manipurians in the Northern circle. In Mandalay Town there are six private schools with an attendance of 84.

(i) Shans.

62. The American Baptist Mission Shan and Burmese School, Bhamo, is the only school for Shans. This school, which is attended mainly by Shans and Shan-Burmese, shows progress.

(k) Mahomedans.

63. There is only one Anglo-Vernacular school for Mahomedans, the Madrasa Islamia school at Rangoon. It is not in as flourishing a state as it ought to be. The Mahomedan population take little or no interest in it. Mahomedan boys prefer attending the Anglo-Vernacular schools open to all classes. Vernacular Mahomedan education shows fair progress.

64. (*l*) *Talaings.*

	Schools.		Pupils.	
	1896-97.	1897-98.	1896-97.	1897-98.
Amherst district.				
Bilugyun township	26	25	599	454
Zaya township	42	39	619	613
Gyaing-Ataran township	33	31	509	466
Wagaru township	14	13	262	196
Yelamaing township	21	21	370	296
Total ...	136	129	2,359	2,025
Thatôn district.				
Hlaingbwè township	1	1	16	13
Gyaing-Salween township	22	21	444	455
Martaban township	15	13	306	286
Total ...	38	35	766	754

It is satisfactory to note a small decrease in the number of private institutions; in the Amherst district of 7 schools and 334 pupils; in the Thatôn district of 3 schools and 12 pupils. In both localities the decrease arises from the transfer to the public school list of some monasteries, which it is expected will be ready for examination in 1898-99. The Sub-Inspector of Talaing schools has visited these schools diligently, and hopes that gradually many of them will be improved.

SECTION IX.

Private Schools.

65. The total shown under this head must always exhibit a certain amount of fluctuation, due to the unstable character of a certain number of schools, chiefly monastic. In paragraph 90, page 96 of the Report for 1895-96, reference was made to this. The attendance in these schools varies greatly, partly owing to the time of the Deputy Inspector's visit, partly to the popularity or unpopularity of the school. An increase in the number of private schools arises either from the finding out of new schools, or to the transfer to the "private school list" of inefficient schools which have not justified their being put on the public school list.

In the Pegu division, including Rangoon Town, there is a decrease under this head in every district, but in the Pegu district this is accompanied by an increase of 202 in the number of pupils. In Rangoon Town there is an increase of 144 pupils. In Section V a decrease of 356 pupils attending public schools is shown. This leaves 212 pupils unaccounted for. They most probably have left school, as the time of the Deputy Inspector's visit does not operate prejudicially in Rangoon.

In the Tenasserim division all districts show decreases in the number of private schools, except Thatôn and Salween. In Moulmein Town, and in the Thatôn, Tavoy and Salween districts an increase is recorded. In the Thatôn district alone is the increase either of schools or pupils at all abnormal. The rise there of 58 schools and 408 pupils (7 per school on the average) is unexplained by the Deputy Inspector of Schools.

The Tavoy district, in spite of a falling-off of nine schools, shows a larger number of pupils attending, the increase being 601, which raises the average attendance per school from about 14 to 18 pupils.

A larger increase is found in Akyab, where the illness of the Deputy Inspector of Schools has interfered with a proper control and supervision of the Itinerant teachers, and where the reduction of grants has been felt to a greater degree than in richer districts. Numbers of schools have been transfeerred from the list of registered to that of private schools. The increase of 16 shown in Thôngwa is due less to the opening of new schools or their transfer from the registered list as

to the more thorough investigation of the district. In Kyaukpyu there is a decrease of 4 per cent. In an ordinary year this increase would have been divided between the private schools and the registered schools through the transfer of private schools to the registered list. The natural process has been checked this year.

In Mandalay Town there is a slight increase in the number of schools, and a slight falling off in the number of pupils.

In the Mandalay district, while schools remain the same in number, the pupils have slightly decreased. In the Sagaing and Upper and Lower Chindwin districts there is a marked increase in both the number of private schools and pupils attending these schools. This is due to more careful classification on the part of the respective Deputy Inspectors. The same remarks apply to Katha and Ruby Mines districts. The figures for Shwebo, Myitkyina and Bhamo remain about the same.

One of the chief reasons why there are so many private schools in the Province is, that the qualifications of the men in charge of them are so low, that the teaching (so called) that they impart is quite valueless, and any spending of public funds on them is a waste. It has been impossible to register them. The managers are, in almost all cases, either old men or old women, often with other occupations, whose attainments and teaching are not even those of Standard I.

The number of private schools will decrease, and the number of public ones increase; there will be a distinct advance in the teaching of Burmese and arithmetic, *i.e.*, of reading, writing, and arithmetic up to the Primary Standard, when the Pupil teachers have served their 3 years and are qualified to become managers. The Pupil teacher system has been in operation for just 3 years: this year we have had the first batch of boys who have qualified by passing Standard VII and the Secondary Grade Vernacular. These, and those who pass out year by year, will, we hope, go out and start schools in which sound Primary education will be given by trained teachers. I am very anxious to see the number of private schools reduced and that of public schools increased, and this is the only way I can see of bringing about the change, *with any real gain to Primary Education.*

66. The following statement gives the statistics of the schools for the past two years:—

District.	Schools, 1897-98.											Pupils, 1897-98.									
	Total schools, 1896-97.	European.	English.	Burmese.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Talaing.	Manipurian.	Total schools, 1897-98.	Total pupils, 1896-97.	Europeans and Eurasians.	Native Christians.	Burmese.	Karens.	Mahomedans.	Shans.	Chinese.	Hindus.	Talaings.	Total pupils, 1897-98.
Akyab	407	...	3	271	...	187	...	...	...	...	461	5,768	1	...	4,294	31	2,324	...	3	10	...	6,663
Kyaukpyu	140	...	...	135	...	...	...	...	...	...	135	1,384	...	...	1,364	...	30	...	...	...	...	1,394
Sandoway	47	...	...	30	...	...	...	...	...	...	30	491	...	...	274	...	...	...	...	...	..	274
Arakan Hill Tracts...	3	...	...	3	...	...	...	...	...	...	3	49	..	...	49	...	...	...	...	...	...	49
Rangoon	203	...	1	179	...	5	5	5	...	...	195	2,211	...	2	1,637	...	544	...	100	72	...	2,355
Hanthawaddy	332	...	...	310	3	...	9	...	...	...	322	3,343	...	...	3,172	51	...	...	...	97	...	3,320
Pegu	316	...	1	292	13	...	...	...	...	...	306	3,997	...	...	4,023	176	...	...	...	...	...	4,199
Tharrawaddy	115	...	...	103	7	...	...	...	...	...	110	1,527	...	...	1,359	115	...	...	...	...	...	1,474
Prome	449	...	2	439	...	1	...	...	...	...	442	6,023	...	7	5,561	2	25	...	3	...	...	5,598
Thôngwa	252	...	1	265	...	2	...	...	...	...	268	2,499	1	7	2,774	30	46	...	...	23	...	2,881
Bassein	267	...	...	245	21	1	...	...	...	...	267	3,115	...	73	2,686	200	59	...	...	...	...	3,018
Myaungmya	130	...	...	103	16	...	...	...	...	...	119	1,210	...	5	970	222	...	...	...	...	...	1,197
Henzada	406	...	...	409	...	...	...	...	...	...	409	5,051	.	...	4,872		...	...	...	...	...	4,872
Moulmein	55	...	...	47	...	...	3	...	...	...	50	378	...	...	343	.	...	...	...	37	...	380
Amherst	240	...	...	69	39	...	...	...	129	...	237	3,799	...	...	1,134	402	...	...	...	...	2,025	3,561
Thatôn	311	...	...	169	164	1	...	...	35	...	369	5,540	...	...	3,318	1,569	7	...	...	...	754	5,948
Toungoo	266	...	...	239	16	7	...	...	...	...	262	3,327	...	246	2,840		141	...	...	...	...	3,227
Tavoy	168	...	...	155	...	4	...	...	...	...	159	2,282	...	...	2,841	...	42	...	...	...	...	2,843
Mergui	77	...	...	61	...	...	...	...	...	...	61	1,639	...	...	667	24	...	...	...	...	...	691
Salween	12	...	...	...	15	...	...	...	...	...	15	80	...	19	53	12	...	...	...	...	...	89
Thayetmyo	286	...	...	272	...	...	...	...	...	...	272	2,647		...	3,192	...	...	...	...	...	...	3,192
Total Lower Burma ...	4,482	...	8	3,796	294	208	17	5	164	...	4,492	56,370	2	359	47,428	3,134	3,218	...	106	239	2,779	57,265
Mandalay	1,299	...	...	1,295	...	8	...	...	...	6	1,309	8,487	...	...	8,135	.	98	...	...	84	...	8,317
Bhamo	58	...	...	54	...	...	...	...	...	...	54	708	...	...	686	...	...	...	...	...	...	686
Katha	135	...	...	151	...	...	...	...	...	...	151	1,597	...	...	1,630		..	...	...	...	...	1,630
Ruby Mines	55	...	...	68	...	...	...	...	...	...	68	519	...	...	691	...	...	...	...	...	..	691
Shwebo	522	...	...	522	...	...	...	...	...	...	522	3,258	...	...	3,520	...	...	...	...	4	...	3,524
Myitkyina	25	...	...	21	...	...	...	...	...	...	21	199	...	...	223	...	...	...	...	...	..	223
Sagaing	637	...	...	843	...	...	...	...	...	...	843	4,207	...	...	7,883	...	...	...	...	...	...	7,883
Lower Chindwin	577	...	...	676	..	...	...	...	...	...	676	5,016	...	...	6,274	...	...	...	...	...	...	6,274
Upper Chindwin	153	...	...	185	...	...	...	...	...	...	185	1,150	...	...	851	...	...	657	...	...	...	1,508
Kyaukse	327	...	...	308	...	5	...	...	...	...	313	2,394	...	...	2,117	...	69	...	...	...	...	2,186
Minbu	366	...	...	375	...	...	...	...	...	...	375	3,235	...	...	3,149	...	...	...	...	..	...	3,149
Magwe	403	...	...	408	...	...	...	...	...	...	408	4,932	...	...	4,110	...	...	...	...	...	...	4,110
Pakôkku	319	...	...	454	...	...	...	...	...	...	454	3,166	...	...	5,526	...	...	...	...	...	...	5,526
Meiktila	395	...	...	394	...	1	...	...	...	...	395	3,738	...	...	2,850	...	5	...	...	...	...	2,855
Yamèthin	150	...	...	188	...	...	1	...	...	...	189	1,165	...	5	1,196	...	9	...	...	5	...	1,215
Myingyan	682	...	...	829	...	...	...	...	...	...	829	5,636	...	...	8,838	...	...	...	...	..	...	8,838
Total Upper Burma ...	6,103	...	...	6,771	...	14	1	...	...	6	6,792	49,457	...	5	57,679	...	181	657	..	93	...	58,615
Grand Total ...	10,585	...	8	10,567	294	222	18	5	164	6	11,284	105,827	2	364	105,107	3,134	3,399	657	106	332	2,779	115,880
Increase	...	...	...	...	...	...	...	...	...	...	699	...	...	...	..	...	...	...	...		...	10,053
Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	..	...	...	...	...	...

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

67. The Text-book Committee has met regularly during the past year, and the work done by the Editor, Vernacular Text-books, and his staff is very considerable.

68. The new Burmese Grammar for Standards V, VI and VII was finished, and is now in use. It is a scholarly work, and is a very decided advance on any Grammar brought out hitherto. The circumstances under which the work was undertaken and carried out have been referred to in paragraph 70 of the Quinquennial Report.

69. This was followed by the translation of Morris' "Teaching of Drawing." The publication of this book has greatly helped on the teaching of drawing in Vernacular schools.

70. In paragraph 102 of the Report for 1895-96 I referred to the preparation of a set of Elementary Science Readers, in Burmese. The Sub-Committee finished its work during the year. Maung Tu, B.A., Deputy Inspector of Schools, Thatôn, whose services were specially placed at the disposal of the Committee to help in the preparation of the series, did his work very well. Messrs. Wedderspoon and Potter were, owing to the pressure of their duties, unable to assist, and the thanks of the department are due to the Rev. Dr. Hicks and Mr. Hunter for all the care and time they bestowed on the work. No time was lost in making a Burmese translation of the text prepared by Maung Tu, and Parts I and II have been published. Part III is in the Press.

71. The following books also have been brought out:—

"Introduction to Geography," "Geography of India and Burma" for Standard IV, and "Geography of Asia" for Standard V.

72. In addition to the above, the undermentioned work was done:—

(1) Reprinting of the Fourth Standard Burmese Reader.
(2) Reprinting of Bailey's "How to Teach the Babies."
(3) Reprinting of the Third Standard Burmese Reader.
(4) Printing of the Talaing Reader.
(5) Reprinting of Gladman's "School Method."
(6) Editing "Paleiksa Egyin" for the Eighth Vernacular Standard.
(7) Editing of "Satudhammasara Kogan Pyo" for the Ninth Vernacular Standard of instruction.
(8) Examination of Saya Pyè's "Poranakatha" for the Ninth Vernacular Standard of instruction.
(9) Examination of Tha Hto's revised and enlarged edition of the Elementary Burmese Grammar.
(10) Translation of Algebra into Burmese.
(11) Translation of Euclid into Burmese.

The translation of the last two books is steadily progressing, and Gladman's "School Method" is half-way through the Press. All the rest have been completed.

The following works, submitted to the Text-book Committee for approval, were reported on:—

(1) Maung Tha Hto's "First Steps in Burmese Composition."
(2) Mr. Mack's "Elementary Burmese Composition."
(3) Junior Burmese Grammar by Saw Chin Htin, B.A.

73. During the year Mr. Lonsdale and his staff have had a very large amount of translation to do for the offices of the Director of Public Instruction and the Inspectors of Schools, such as examination papers and departmental notifications. They have done the work, though outside their province, cheerfully and well.

There have been no changes in the Editor's office.

74. We have had, as usual, the greatest assistance from well-known English publishers. Messrs. Macmillan and Company have brought out the "Science Readers" referred to above, and with their co-operation we hope to have a good set of English Readers suited to Burma. Their Tamil series has been adopted in the Province. Messrs. Longmans and Company are bringing out the Algebra and Euclid referred to above.

75. Mr. Lonsdale is still the Editor, Vernacular Text-books. I have on previous occasions brought his good work to the notice of the Government and I am glad to be able to do so again. He takes a keen interest in the publication of Vernacular school literature, and he brings much scholarship and care to bear upon his work.

He speaks highly of the good work done by Yeo Wun Sin, the Sub-Editor, and by the Sayas and assistants under him.

76. The Patamabyan Committee, working with the Proprietor of the Hanthawaddy Press, has taken up the question of preparing correct editions of the texts in Pâli. Saya Pye, Saya Kyi and Saya Ba have given valuable assistance in this work.

77. The spread of printed books and maps throughout the Province has been very marked during the year under report. They are to be found in the indigenous schools in the remotest parts.

SECTION XI.

CONCLUSION.

78. During the past year, as in previous years, every effort has been made to keep the recommendations of the Education Commission in view, and the closest attention has been paid by the officers of the department and by school managers to all matters affecting moral training and discipline.

79. The Superintendent of my office, Mr. Jones, died in August last, and was succeeded by Mr. H. A. Kamen, in whom I have a methodical, hardworking Superintendent. My office has worked well and kept the work up to date. I have had special help from Maung Ne Dun, who was last year appointed Accountant. He has, in addition to his own duties, helped to compile the statistics.

80. The relations of the department with District officers, School managers, and municipalities have been good. Occasionally over-sensitive managers have mistaken the criticisms of the Inspectors of the details of working for wholesale condemnation of the school, and have been inclined to take offence; but a quiet, calm discussion of the matter between manager and Inspector has always brought about a better understanding between them. Managers should remember that an Inspector of Schools is not sent round to scatter praise indiscriminately. His duty, and it is an unpleasant one, is to point out what is wanting, and he does this from no hostile or discourteous spirit, but merely to help the schools to improve. The managers of the Province have reason to thank the Inspectors for the sympathetic and conscientious discharge of their duties. The effect is seen in the very great advance made in all directions by the schools.

81. I regret to say I often receive anonymous communications. I wish it to be known that I never notice low productions of this kind: they go promptly to the waste-paper basket. I am always willing, and always have been, to make a full and patient enquiry into complaints when properly made; but cowardly, anonymous letters I never have noticed, and never shall.

82. The next Conference of school managers in connection with the revision of the Grant-in-aid Rules will be held some time in 1901. The fourth edition of the Education Code is dated 4th May 1895, that is, the date on which it was ready in manuscript. It was not, however, issued till September 1895, and the revised rules did not come into force till April 1896, so that they have to run till 31st March 1901.

RANGOON:
The 28th June 1898.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

APPENDICES.

GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1897-98.*

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions ... For males ...	2	...	260	4,410	2	28	4,702	...	11,240	15,942	Institutions to number of towns and villages ... 56·59	
			Institutions ... For females	...	...	34	248	4	8	294	...	44	338		
165,408	Towns ... 60	Males ... 3,887,156													
	Villages ... 28,709	Females 3,740,412													
	Total ... 28,769	Total ... 7,627,568	Tota ...	2	...	294	4,658	6	36	4,996	...	11,284	16,280	.....	
			Scholars ... Males ...	83	...	18,882	97,121	140	695	116,921	...	113,323	230,244	Male scholars to male population of school-going age ... 39·49	
			Scholars ... Females ...	5	...	4,677	21,891	87	188	26,848	...	2,557	29,405	Female scholars to female population of school-going age ... 5·24	
			Total ...	88	...	23,559	119,012	227	883	143,769	...	115,880	259,649	.....	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1897-98.*

(For details, see General Table No. IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... { For males	70,088	...	4,74,853	2,38,044	29,426	45,421	8,57,832	} ...	36,691	1,41,648	26,543	67,958	19,905	49,657	3,42,402	13,43,798	
{ For females	...	...	98,143	30,279	6,552	8,590	1,43,564										
Total ...	70,088	...	5,72,996	2,68,323	35,978	54,011	10,01,396	...	36,691	1,41,648	26,543	67,958	19,905	49,657	3,42,402	13,43,798	
2. (*a*) Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	9·14	...	15·51	14·35	5·90	7·05	51·95	...	6·36	22·70	4·60	7·37	1·15	5·87	48·05	100	
(*b*) Percentages of local fund expenditure included in columns 2 to 17 to total local fund expenditure on public instruction.	...	...	18·86	74·47	...	...	93·33	...	...	6·42	...	·10	...	·15	6·67	100	
(*c*) Percentages of municipal expenditure included in columns 2 to 17 to total municipal expenditure on public instruction.	·11	...	69·56	23·42	...	·52	93·61	...	...	·48	...	·86	...	5·05	6·39	100	
(*d*) Percentages on total expenditure in columns 2 to 17 to total expenditure on public instruction.	5·21	...	42·64	19·97	2·68	4·02	74·52	...	2·73	10·54	1·97	5·06	1·48	3·70	25·48	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs A. P.										
Government institutions { Cost to provincial revenues ...	613 3 2	...	21 4 9	...	166 1 10	48 5 1	68 4 1										
{ Cost to local and municipal funds	...	...	...	...	...	1 1 2	0 6 7										
Total cost ...	670	...	56 14 2	...	175 8 0	64 3 10	94 11 8										
Local fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
{ Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	3 2 4	...	...	...	3 2 4										
{ Cost to municipal funds ...	...	...	25 13 8	...	...	...	25 13 8										
Total cost ...	...	...	49 3 2	...	...	...	49 3 2										
Institutions in Native States { Cost to Native State revenues ...	...	...	...	...	...	...	...										
{ Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ...	...	...	3 1 2	1 0 0	...	4 2 4	1 6 6										
{ Cost to local and municipal funds	31 5 4	...	4 8 10	1 13 11	...	...	2 6 5										
Total cost ...	2,078 0 0	...	19 11 10	3 3 9	...	4 2 4	6 9 10										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	613 3 2	...	3 12 5	1 0 0	166 1 10	46 15 0	2 12 6										
{ Cost to local and municipal funds	31 5 4	...	6 5 4	1 13 11	...	1 0 8	2 13 5										
Total cost ...	761 13 3	...	24 2 7	3 3 9	175 8 0	62 5 11	9 4 7										

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction	42·93
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction	11·49
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction	12·97
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction	19·88
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction	12·82
Total ...	100·0

GENERAL TABLE NO. III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	82	86	70	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	82	86	70	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools	2	970	981	838	3	747	670	567	...	...	...	...
For boys — Middle do. English	1	95	88	73	15	1,608	1,541	1,342	...	...	...	...
For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	1,065	1,069	910	18	2,355	2,211	1,909	...	...	...	...
Primary Schools.												
For boys	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	143	142	126	...	...	...	...	...	...	...	...
Training schools for mistresses	4	84	63	55	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	1	17	21	18	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying chools	22	498	467	411	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	12	341	351	270	...	...	...	...	...	...	...	...
Total	41	1,083	1,044	880	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	45	2,230	2,199	1,860	18	2,355	2,211	1,909	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standard ... ...

Scholars in Burma for the official year 1897-98.

TUTIONS																			
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						
Aided by Government or by Local Funds, or Municipal Boards.				*Unaided.*															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	6	6	6	...	...	...	...	2	88	88	75	...	15	10	5	2	56	5	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	6	6	6	...	...	...	...	2	88	88	75	...	15	10	5	2	56	5	...	
9	2,577	2,587	2,192	...	...	...	...	14	4,294	4,294	454	4,089	666	613	240	269	2,506	92	...	
41	4,075	4,411	3,534	...	...	...	...	57	5,778	5,778	779	3,612	220	1,421	564	412	3,161	434	...	
189	11,042	11,042	11,042	...	...	...	...	189	11,042	...	4,011	11,042	4	1,491	57	211	9,279	2,451	...	
6	928	892	728	...	...	...	...	6	928	928	285	559	839	26	1	2	60	...	230	
8	461	446	369	...	...	...	...	8	461	461	6	455	262	49	3	9	138	...	202	
20	1,056	1,056	1,056	...	...	...	...	20	1,056	...	157	1,056	1	450	2	34	569	...	313	
273	20,139	20,434	18,921	...	...	...	...	294	23,559	11,461	5,692	20,813	1,992	4,050	867	937	15,713	2,977	745	
2,535	76,495	76,566	76,302	1,875	35,427	35,427	35,427	4,410	111,922	1,205	51,055	109,834	17	8,028	1,177	2,334	100,366	17,415	...	
204	6,379	6,383	6,348	44	711	711	711	248	7,090	242	2,551	7,090	67	325	38	80	6,580	...	2,614	
2,739	82,874	82,949	82,650	1,919	36,138	36,138	36,138	4,658	119,012	1,447	53,606	116,924	84	8,353	1,215	2,414	106,946	17,415	2,614	
...	...	...	...	...	...	...	...	2	143	84	29	122	4	70	...	29	40	3	...	
...	...	...	...	...	...	...	...	4	84	45	...	84	13	68	...	...	3	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	17	17	...	...	4	...	...	3	10	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	22	498	75	...	423	38	36	...	8	416	...	...	
1	27	27	27	...	...	...	...	1	27	...	...	...	...	27	...	...	...	7	...	
...	...	...	...	...	...	...	...	12	341	258	...	107	155	50	4	19	113	41	111	
1	27	27	27	...	...	...	...	42	1,110	479	29	736	214	251	4	59	582	51	111	
3,014	103,046	103,416	101,604	1,919	36,138	36,138	36,138	4,996	143,769	13,475	59,402	158,473	2,305	12,664	2,091	3,412	123,297	20,448	3,470	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		10,981	110,856	...	57,304	108,015	...	347	10	40	110,639	1,479	...	
						For girls		44	821	...	525	1,326	1	5	3	24	821	...	310	
...	...	...	...	...	...	For boys		222	3,399	...	3,310	38	...	...	6	3,304	...	471	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		37	804	225	429	72	1	12	313	31	323	63	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
						Total	...	11,284	115,880	225	61,568	109,451	2	364	332	3,399	111,783	2,013	310	
						GRAND TOTAL	...	16,280	259,649	13,700	120,970	247,924	2,307	13,028	2,423	6,811	235,080	22,461	3,780	

GENERAL TABLE NO. IV.—*Return of Expenditure on Public*

PUBLIC INSTI

UNDER PUBLIC MANAGEMENT.

Objects of expenditure.	*Managed by Government.*							*Managed by Local Funds and Municipal Boards.*							*Maintained by*			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
Arts Colleges.																		
UNIVERSITY EDUCATION. English	52,735	...	...	4,885	...	...	57,620	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	52,735	...	...	4,885	...	...	57,620	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys — High schools	20,277	...	...	36,553	...	...	56,830	850	...	20,529	18,639	...	...	40,018	...	...	...	...
For boys — Middle do. — English	2,490	...	...	1,490	...	...	3,980	3,100	...	36,629	28,940	...	90	68,759	...	...	...	...
For boys — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	22,767	...	...	38,043	...	...	60,810	3,950	...	57,158	47,579	...	90	1,08,777	...	...	...	...
Primary Schools.																		
For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	27,502	...	...	4	...	1,920	29,426	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	6,552	...	...	...	...	...	6,552	...	...	...	...	...	...	...	...	...	..	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	2,391	...	...	1,209	...	...	3,600	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	32,549	...	...	5,556	...	...	38,105	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Other schools	5,597	...	900	4,634	3	1,060	12,194	...	...	...	...	...	...	...	...	...	...	...
Total	74,591	...	900	11,403	3	2,980	89,877	...	...	...	...	...	...	...	...	...	...	...
Buildings	32,108	...	...	...	...	...	32,108	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	32,108	...	...	...	...	...	32,108	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	..	...	...	...	...	...	...	...	...	...	..	...	..	..	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,82,201	...	900	54,331	3	2,980	2,40,415	3,950	...	57,158	47,579	...	90	1,08,777	...	...	...	...

(*a*) Rupees 1,840, (*b*) Rs. 300, (*c*) Rs. 401, (*d*) Rs. 1,063 and (*e*) Rs. 3,604 of these items represent the cost of the Kindergarten of the Govern ment Nor Baptist Mission Tamil and Telugu School, 73 Dalhousie Street, Rangoon, these being taken as boys' schools; the balance under each head is the

Instruction in Burma for the official year 1897-98.

TUTIONS

Native States.			Under private management.										Total expenditure from					
			Aided by Government or by Local Funds or Municipal Boards.						*Unaided.*									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	188	280	...	12,000	12,468	...	...	...	...	52,735	...	168	5,165	12,000	70,088
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	188	280	...	12,000	12,468	...	...	...	...	52,735	...	188	5,165	12,000	70,088
...	...	...	11,774	...	20,208	54,488	3,991	27,949	1,18,410	...	...	...	...	32,901	...	40,737	1,09,680	31,940	2,15,258
...	...	...	17,639	1,900	21,541	54,127	19,106	24,763	1,39,076	...	...	...	...	23,229	1,900	58,170	84,557	43,959	2,11,815
...	...	...	9,687	26,700	11,393	...	...	...	47,780	...	...	...	...	9,687	26,700	11,393	...	...	47,780
...	...	...	15,789	...	5,345	28,163	...	18,619	67,916	...	...	...	...	15,789	...	5,345	28,163	18,619	67,916
...	...	...	5,777	...	4,918	9,786	1,058	5,580	27,119	...	...	...	...	5,777	...	4,918	9,786	6,638	27,119
...	...	...	2,112	285	711	...	...	...	3,108	...	...	...	...	2,112	285	711	...	...	3,108
...	...	...	62,778	28,885	64,116	1,46,564	24,155	76,911	4,03,409	...	...	...	...	89,495	28,885	1,21,274	2,32,186	1,01,156	5,72,996
...	...	...	70,239	1,10,542	33,326	15,456	574	7,907	2,38,044	...	...	...	...	70,239	1,10,542	33,326	15,456	8,481	2,38,044
...	...	...	12,543	3,523	7,510	2,972	2,441	1,290	30,279	...	...	...	...	12,543	3,523	7,510	2,972	3,731	30,279
...	...	...	82,782	1,14,065	40,836	18,428	3,015	9,197	2,68,323	...	...	...	...	82,782	1,14,065	40,836	18,428	12,212	2,68,325
...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,502	...	...	4	1,920	29,426
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,552	...	...	...	...	6,552
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,391	...	...	1,209	...	3,600
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,549	...	...	5,556	...	38,105
...	...	...	112	...	...	...	...	...	112	...	...	...	...	112	...	...	...	...	112
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,597(a)	...	900(b)	4,634(c)	1,063(d)	12,194(e)
...	...	...	112	...	...	...	...	...	112	...	...	...	...	74,703	...	900	11,403	2,983	8,989
...	...	...	10,400	150	1,500	...	...	23,800	35,850	...	...	...	...	42,508	150	1,500	...	23,800	67,958
...	...	...	6,635	...	...	...	...	13,270	19,905	...	...	...	...	6,635	..	...	...	13,270	19,905
...	...	...	17,035	150	1,500	...	...	37,070	55,755	...	...	...	...	49,143	150	1,500	...	37,070	87,863
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,091	...	...	...	...	36,091
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,30,977	9,831	840	...	...	1,41,648
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,596	...	...	...	...	4,596
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,812	...	...	...	..	5,812
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,730	...	...	...	...	2,730
...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,405	...	...	...	...	13,405
...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,815	230	8,795	...	6,817	49,657
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,28,026	10,061	9,635	...	6,817	2,54,539
...	...	...	1,62,707	1,13,100	1,06,640	1,65,272	27,170	1,35,178	7,40,067	...	...	...	...	5,76,884	1,53,161	1,74,333	2,67,182	1,72,238	13,43,798

mal School, Moulmein, and that attached to the Baptist College, Rangoon, and American Baptist Mission Pwo-Karen School, Bassein, and American cost of the Kindergarten Departments attached to female schools.

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1897-98.*

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
														Reading printed books.			*Not reading printed books.*					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																						
For boys	Government	English	3	1,065	140		140	383	...	383	270	...	270	266	6	272	...	...	...	1,059	6	1,065
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	18	2,355	71	...	71	685	...	685	825	1	826	767	6	773	...	...	...	2,348	7	2,355
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	50	6,652	204	1	205	1,844	108	1,952	1,980	187	2,167	2,111	217	2,328	...	...	...	6,139	513	6,652
		Vernacular	189	11,042	...	...	...	857	94	951	2,015	346	2,361	5,719	2,011	7,730	...	...	...	8,591	2,451	11,042
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		260	21,114	415	1	416	3,769	202	3,971	5,090	534	5,624	8,863	2,240	11,103	...	...	...	18,137	2,977	21,114
For girls	Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	14	1,389	2	58	60	41	278	319	128	278	406	261	343	604	...	...	...	432	957	1,389
		Vernacular	20	1,056	...	...	...	24	118	142	79	179	258	210	446	656	...	...	...	313	743	1,056
	Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total		34	2,445	2	58	60	65	396	461	207	457	664	471	789	1,260	...	...	...	745	1,700	2,445
Total, Secondary Schools			294	23,559	417	59	476	3,834	598	4,432	5,297	991	6,288	9,334	3,029	12,363	...	...	...	18,882	4,677	23,559

Primary Schools—																						
For boys ...	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	2,535	76,495	...	...	...	...	...	...	5,150	1,008	6,158	55,894	14,443	70,337	...	...	...	61,044	15,451	76,495
	Unaided	...	...	...	1,875	35,427	...	...	...	...	...	...	57	6	63	33,406	1,958	35,364	...	...	...	33,463	1,964	35,427
			Total	...	4,410	111,922	...	...	...	...	...	...	5,207	1,014	6,221	89,300	16,401	105,701	...	...	...	94,507	17,415	111,922
For girls ..	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	204	6,379	...	...	...	...	...	...	229	290	519	2,167	3,693	5,860	...	...	...	2,396	3,983	6,379
	Unaided	...	...	...	44	711	...	...	...	...	...	...	...	...	...	218	493	711	...	...	...	218	493	711
			Total	...	248	7,090	...	...	...	...	...	...	229	290	519	2,385	4,186	6,571	...	...	...	2,614	4,476	7,090
			Total Primary Schools	...	4,658	119,012	...	...	...	...	...	...	5,436	1,304	6,740	91,685	20,587	112,272	...	...	...	97,121	21,891	119,012
			GRAND TOTAL	...	4,952	142,571	417	59	476	3,834	598	4,432	10,733	2,295	13,028	101,019	23,616	124,635	...	...	...	116,003	26,569	142,571

EDUCATION—GENERAL TABLE NO. VI.—*Return showing the Results of prescribed Examinations in Burma for the official year 1897-98.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	8	...	1	...	9	4	...	...	...	4	1	...	...	...	3	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	1	1	...	2	34	5	2	...	41	21	1	2	...	24	8	6	...	...	10	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. *Master of Oriental Learning*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. *Bachelor of Oriental Learning*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. *Honours in Sanskrit*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. *High Proficiency in Sanskrit*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. *Proficiency in Sanskrit*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Laws	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Laws	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Bachelor of Laws	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Medicine—																						
1. M. D.																						
2. M. B.																						
3. Honours in Medicine and Surgery																						
4. L. M. S.																						
5. First M. B.																						
First L. M. S.																						
6. Preliminary Scientific																						
Engineering—																						
1. M. C. E.																						
2. B. C. E.																						
3. L. C. E.																						
4. First L. C. E.																						
Teaching—																						
1 Licentiate in Teaching				25	44	332	401	55	93	415	79	642	16	42	88	15	161	9	64	2	7	79
Schools for General Education—																						
1. Matriculation			Boys	5	8	...	13	108	83	14	8	213	59	35	1	...	95	17	2	4	5	67
			Girls	...	6	...	6	...	29	...	...	29	...	11	...	...	11	11	...	...	...	...
2. Middle School examination			Boys	21	217	...	238	885	2,339	76	67	3,367	606	1,607	6	48	2,267	153	504	69	108	1,433
			Girls	...	29	...	29	...	368	3	...	371	...	264	...	...	264	143	67	...	6	48
3. Upper Primary examination			Boys	21	1,129	...	1,150	909	9,483	...	...	10,392	677	6,629	...	...	7,306	163	1,496	203	222	5,222
			Girls	...	110	...	110	...	895	...	...	895	...	612	...	...	612	170	104	6	14	318
4. Lower Primary examination			Boys	21	2,541	...	2,562	830	45,356	...	...	46,186	742	31,523	...	...	32,265	176	3,201	523	650	27,715
			Girls	...	219	...	219	...	3,615	...	...	3,615	...	2,650	...	...	2,650	247	232	10	35	2,126
5. Public Service Certificate examination.			English	1	1	...	2	7	1	...	53	61	4	1	...	30	35	2	1	1	3	28
			Vernacular	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...
Schools for General Instruction—																						
1. Training School examination for masters.			Upper	1	1	...	2	24	9	...	...	33	16	5	...	...	21	...	7	...	3	11
			Lower	...	...	...	...	...	6	...	...	6	...	3	...	...	3	...	3	...	...	...
2. Training School examination for mistresses.			Upper	...	4	...	4	...	24	...	...	24	...	8	...	...	8	1	6	...	...	1
			Lower	...	...	...	...	...	12	...	...	12	...	7	...	...	7	...	6	...	...	1
3. School of Arts examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Medical examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying				20	...	3	23	418	...	25	70	513	232	...	15	27	274	...	4	...	2	268
6. Industrial School examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Veterinary examination				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and Muni*

Objects of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION															
	In institutions managed by Local Fund Boards.												*In institutions managed by*			Total local fund expenditure on public institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For boys — High schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,900	1,900
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	26,700	26,700
SCHOOL EDUCATION, GENERAL. For girls — High schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	285	285
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,885	28,885
Primary Schools.															
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,10,542	1,10,542
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	3,523	3,523
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,14,065	1,14,065
Schools for Special Instruction.															
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. *Medical schools*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	150	150
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	150	150
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,831
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	230
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,061
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,43,100	1,53,161

cipal Expenditure on Public Instruction in Burma for the official year 1897-98.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION																
In institutions managed by Municipal Boards.											*In institutions managed by*					
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	188	188	188	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	188	188	188	
3	747	670	567	850	20,529	...	18,639	...	...	40,018	...	...	20,208	40,737	40,737	
15	1,608	1,541	1,342	3,100	36,629	...	28,940	...	90	68,759	...	...	21,541	58,170	60,070	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,393	11,393	38,093	
...	...	...	...	...	...	...	...	...	...	...	...	...	5,345	5,345	5,345	
...	...	...	...	...	...	...	...	...	...	...	...	...	4,918	4,918	4,918	
...	...	...	...	...	...	...	...	...	...	...	...	...	711	711	996	
18	2,355	2,211	1,909	3,950	57,158	...	47,579	...	90	1,08,777	...	...	64,116	1,21,274	1,50,159	
...	...	...	...	...	...	...	...	...	...	...	...	...	33,326	33,326	1,43,878	
...	...	...	...	...	...	...	...	...	...	...	...	...	7,510	7,510	11,033	
...	...	...	...	...	...	...	...	...	...	...	...	...	40,836	40,836	1,54,901	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	900	...	...	900	900	
...	...	...	...	...	...	...	...	...	...	...	900	...	...	900	900	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,650	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,650	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	840	10,671	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,795	9,025	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,635	19,696	
18	2,355	2,211	1,909	3,950	57,158	...	47,579	...	90	1,08,777	900	...	1,06,640	1,74,333	3,27,494	

FOR BOYS.

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1897-98.*

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards	...	...	...	..	..	...	...	...	...	...	..	
3. Aided by Government or by local or municipal boards	32	2,002	5	890	1,034	73	3,243	6,865	31,569	61,085	1,02,762	
4. Unaided	226	2,153	18	145	1,972	18	...	...	6,881	21,576	28,457	
Total ...	258	4,155	23	1,035	3,006	91	3,243	6,865	38,450	82,661	1,31,219	

FOR GIRLS.

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1897-98.*

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards	..	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards	20	776	...	266	498	12	2,760	511	29,879	22,164	55,314	
4. Unaided	4	125	...	3	122	...	...	...	4,311	4,790	9,101	
Total ...	24	901	...	269	620	12	2,760	511	34,190	26,954	64,415	

Return showing the Classification of Pupils attending Public Institutions in Burma for the official year 1897-98 according to religion.

Class of institution.	Total of public institutions.	Number of scholars on 31st March 1898.	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
University Education.								
Arts colleges.								
English	2	88	25	2	5	55	1	
Oriental	...	...	...	...	...	...	...	
Colleges or Departments of colleges for professional training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total ...	2	88	25	2	5	55	1	
School Education—General.								
Secondary Schools.								
For boys ... ... English ...	71	10,072	2,920	681	804	5,445	222	
For boys ... ... Vernacular ...	189	11,042	1,495	211	57	9,277	2	
For girls ... ... English ...	14	1,389	1,176	11	4	174	24	
For girls ... ... Vernacular ...	20	1,056	451	34	2	543	26	
Total ...	294	23,559	6,042	937	867	15,439	274	
Primary Schools.								
For boys	4,410	1,11,922	8,045	2,334	1,177	100,270	96	
For girls	248	7,090	392	80	38	6,578	2	
Total ...	4,658	1,19,012	8,437	2,414	1,215	106,848	98	
School Education—Special.								
Schools for special instruction.								
Training schools for masters ...	2	143	74	29	...	40	...	
Training schools for mistresses ...	4	84	81	...	...	2	1	
Schools of Art	...	...	...	...	...	...	...	
Law schools	1	17	4	3	...	10	...	
Medical schools	...	...	...	...	...	...	...	
Engineering and surveying schools ...	22	498	74	8	...	406	10	
Industrial schools	1	27	27	...	...	...	...	
Other schools	12	341	205	19	4	108	5	
Total ...	42	1,110	465	59	4	566	16	
Total of Colleges and Schools of Public Instruction.	4,996	143,769	14,969	3,412	2,091	122,908	389	

G. B. C. P. O.—No. 3507, B. S., 15-10-98—590.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1898-99.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1899.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

For the year 1898-99.

Extract from the Proceedings of the Government of Burma in the Educational Department,—No. 6E.-29, dated the 14th November 1899.

READ—

The Report of the Director of Public Instruction for the year 1898-99.
The Report of the Educational Syndicate for the year 1898-99.

RESOLUTION.—The Director's report was received in good time. The report extended to an inordinate length and it was found necessary to direct its curtailment. Notwithstanding the Director's explanations, the Lieutenant-Governor considers that it is still too long. Comment and conclusions should be founded as far as practicable on the provincial figures. When a table for the province has been given, it is unnecessary to repeat the same table for each circle, or to discuss separately the figures for the circle unless they are for some reason of special interest. The result of the present system is to give the report the appearance of a collection of the Inspectors' reports rather than of a compendious review of the state of education in the province.

His Honour would be glad to accept the assurance that education in all its branches has advanced; at the same time it must be admitted that some of the *numerical fluctuations* referred to by the Director are disappointing. Sir Frederic Fryer has read with interest the opening paragraphs relating to the training of teachers. He is glad to see attention devoted to this important matter. The conferences of persons interested in education and the formation of Teachers' Associations, in the promotion of which Mr. Pope has strenuously exerted himself, appear likely to do much good. The proposal to establish a primary fund was negatived in 1893. The suggestion is opposed to the principle on which the maintenance of local funds is based and it cannot be re-entertained.

General results.

2. The total number of schools in the province has risen slightly from 16,280 to 16,331. The increase in the number of scholars is somewhat more marked, the figures being 270,257 against 259,649. The transfer of institutions in the primary stage from the public to the private list, which was commented on in the previous review, has been maintained. The number of institutions on the register has fallen by 310: the tendency alluded to has been most active in the Northern circle. The number of schools for girls as well as the number of female scholars has decreased slightly and they have not escaped the movement towards removal from the list of inspected schools. In the institutions devoted to higher education there was a satisfactory improvement in the attendance and one new High school, one Middle English school, and two Middle Vernacular schools were opened. Collegiate

students increased from 88 to 113, High school pupils by 368, and Middle Vernacular scholars by no less than 1,177.

Financial.

3. The total expenditure on education has risen from Rs. 13,43,798 to Rs. 14,54,433, the most noticeable enhancement being under secondary schools and building grants. The net Government expenditure including contributions from Municipal and other Local Funds rose from Rs. 9,04,378 to Rs. 9,68,680. The figures are complicated by the fact that the payments for Municipal schools in Rangoon, which amounted in 1898-99 to Rs. 59,831, are now shown as a Provincial charge, though no real change has been made. Neglecting this disturbing element, the burden of the increase is shared as follows,—Provincial revenues Rs. 48,558, Municipal Funds Rs. 13,917, other Local Funds Rs. 1,827. The enhanced charge on Provincial Funds is mainly accounted for by the fact that larger grants have been earned and must be met. There is also an increase of over Rs. 8,000 under Superintendence, due chiefly to the addition of three Assistant Inspectors to the staff. All items in the Budget estimate are carefully scrutinized, and the Lieutenant-Governor is alive to the necessity for guarding against other than unavoidable additions to the heavy burden borne by the State.

Educational Syndicate.

4. The Syndicate held one general meeting during the year and the Executive Committee met twelve times. The Executive Committee made proposals for the improvement of the pay and prospects of the College Staff and at the same time urged that the control of the College should be transferred to Government and that the Collegiate School and Municipal teachers should be graded in one pensionable service. The Lieutenant-Governor found himself unable to support these latter recommendations, but a scheme has been submitted for the orders of the Government of India which provides for an amelioration of the conditions of service of the European members of the staff. The Syndicate continue to do valuable work in the conduct of examinations, and the Bernard Free Library, which is under their charge, appears to be well managed. This institution was visited by 2,332 persons as compared with 3,038 persons in the previous year. In addition to these administrative duties the Executive Committee advised the Government on various educational questions. The aggregate receipts of the Syndicate amounted to Rs. 1,69,696 as against Rs. 1,65,094 in the previous year. The total includes Rs. 84,600 granted by Government as against Rs. 91,500 in 1897-98. Notwithstanding the reduction of the Government contributions, the various funds have all closed the year with a larger balance in hand than they opened with. School and college fees (including boarding and hostel fees) rose from Rs. 43,823 to Rs. 48,020 owing to the receipt of Rs. 8,748 in hostel fees. The hostel was opened on 1st June 1898 and is self-supporting. The receipts from examination fees continued to increase, rising from Rs. 22,695 to Rs. 30,573, the principal increase being Rs. 4,535 in fees for the Advocateship examinations. The aggregate expenditure of the Syndicate (inclusive of the college and school expenditure, but exclusive of contributions from the general to the affiliated funds of the college and school) amounted to Rs. 1,49,852 as against Rs. 1,52,706 in 1897-98.

University education.

5. The attendance during the year at the two institutions in which University education is imparted rose from 76 to 105. The increase in the number of students at the Rangoon

College, from 70 to 95, is specially satisfactory. The college produced seven B.A.'s (one with honours in English) out of eight candidates. Thirty-six students from the Rangoon College and 7 from the Baptist College appeared for the F.A. examination. Of these eighteen and five respectively were successful as compared with 21 and 1 in the previous year. Proposals for the provision of separate buildings for the college proper and of a laboratory are being proceeded with.

Secondary education.

6. The number of secondary boys' schools increased by four, while one girls' school was removed from the category. The total of scholars both male and female showed a satisfactory advance, but the examination results are disappointing. The number of candidates for the Entrance examination fell from 220 to 167 and the number of passes from 105 to 95; these results are not adequately accounted for in the report. They are noteworthy in view of the Director's oft-repeated recommendation that the Entrance test should be made a *sine quâ non* for Government employment. It is more than doubtful whether the proportion of the 95 passed candidates which Government could hope to secure would suffice to fill vacancies. The Baptist College, Rangoon, did well, but the Collegiate School has fallen off and the other schools under the direct management of the department have secured scarcely better results than in 1897-98. The Government High School, Moulmein, did not do well. It would be useful for the sake of comparison if the number of scholars presented were given as well as the number of passes in each case. The number of pupils who succeeded in passing by the VIII Standard increased by 16, while the VII Standard passes fell from 475 to 367. The latter result is due to the inclusion among the compulsory subjects for this standard of geography, euclid, and algebra, which are required by students who intend to enter for the Entrance test. The change appears to be a necessary one, and it is hoped that the number of passes will again increase when once teachers and pupils have realized the effect of the innovation.

Primary education.

7. Government and Municipal Anglo-Vernacular schools obtained 1,449 primary passes against 1,419. There is still room for improvement. The Minbu schools did well, but there was retrogression in the Pegu and Irrawaddy divisions. The noticeable decrease in the number of indigenous Primary schools on the register already referred to in paragraph 2 of this Resolution is accounted for by a falling off in the number of Burmese schools under inspection. A corresponding diminution is observable in attendance and in the total number of passes secured. Though the number of passes in the III and IV Standards was slightly greater, the results as a whole cannot be considered satisfactory. The number of itinerant teachers has fallen from 181 to 170. The reasons for this reduction are not stated. The position of the teachers has been improved by the grant of a fixed travelling allowance of Rs. 10 a month. Among indigenous schools other than Burmese progress has not been remarkable. Karen schools have increased in numbers, but passes by the lower standards have fallen off considerably. In Mahomedan schools the attendance and the number of passes have declined, while the education of Tamils appears to be in all respects in a more backward condition than in the previous year.

Special instruction.

8. Three new Normal schools for teachers have been opened, but the aggregate attendance shows no improvement. The Moulmein School has gone from bad to worse, the number

of pupils having fallen from 67 to 49. The results of the yearly examinations in Anglo-Vernacular Schools are disappointing, while Vernacular schools show improvement. In the Final Teachers' Test on the other hand the Anglo-Vernacular schools secured better results, while the Vernacular schools were less successful. The number of pupil teachers employed has risen from 351 to 478 and the system is reported to be giving satisfactory results. Various changes have been made in the Normal school curriculum with the object of inducing teachers to go through the regular course, but the Lieutenant-Governor was not able to accept the recommendation of the Director that after the 1st April 1902 all teachers should be obliged to attend a Normal school in order to obtain certificates. Kindergarten and Slöjd classes have been less well attended than in the previous year. The increasing popularity of the Teachers' Examination in drawing is noticeable. The number of passes rose from 159 to 371. The Law Class at the Rangoon College was closed owing to paucity of students. The attendance at the Rangoon Engineering College increased again and good work appears to have been done.

Seventeen pupils were trained at the Dufferin Maternity Hospital as compared with 14 in the previous year. The Hospital has now been moved into a fine new building and a fully qualified lady doctor has been placed in charge.

Female education.

9. The returns relating to female education show retrogression rather than advance. The number of schools for girls only has fallen from 294 to 277, the number of schools at which girls are admitted from 2,322 to 2,271, and the total of female pupils under instruction from 32,875 to 32,164. The most encouraging report is from Bassein, where there seems to have been satisfactory progress. Two girls again succeeded in passing the F. A. Examination. The results by the Entrance and Middle Standards show improvement, but passes by the Primary stages fell off.

Education for special classes.

10. Three additional schools for Europeans were opened during the year, bringing the total up to 26, while the number of scholars rose from 1,700 to 1,900. The examination results have fallen off slightly in spite of the enhanced number of pupils. Schools for Mahomedans increased by 1, but the attendance decreased and the results are otherwise not encouraging. The number of Karen schools has increased by 30 and the number of pupils by 160. Passes by Standards III to VI have improved slightly, but results by the lower standards show a heavy falling off. A Missionary school has now been established in the Chin Hills and a school for the sons of Shan Chiefs is about to be opened at Taunggyi.

General.

11. The Text-book Committee has continued to do useful work in the selection and preparation of Burmese works and in the translation of English text-books. In connection with a report called for by the Government of India the question has been raised whether the services of an expert Committee are not required for the selection of English text-books. It is anticipated that general orders may be issued on the subject by the Government of India. Meanwhile, the Lieutenant-Governor has not thought it necessary to interfere with the existing practice. No mention is made in the report of the steps taken during the year to give effect to the recommendations of the Education Committee. Presumably there is nothing new to record,

but it is convenient that progress should be reviewed from year to year and the orders of the Government of India requiring that such a review should be included in the annual report should not be overlooked in future.

By order of the Lieutenant-Governor of Burma,

J. B. WINGATE,
Officiating Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1898-99.

INTRODUCTION.

EACH year, as the time comes round for writing the report on education in the province, I am placed in the unpleasant position of having to sacrifice a good deal of what is of interest and instruction to the public, and to those engaged in the work of education. But the rule on the subject is clear, and as I have once or twice before, and again this year, been reminded of it, I have no option in the matter. I feel, however, that in the interests of space, the value of the report is thereby lessened.

The Education Report, unlike other reports, especially in a province like Burma, cannot not only be made interesting, but can be made, and should be made, a sort of manual for the information and guidance of the public, both those engaged in Education and those interested in it. We have not as yet in Burma got into a groove, where bare statistics and meagre explanations of them suffice.

2. The past year has been one of steady work, and of progress. I feel sure that, though in some cases *numerically* there may be fluctuations, education has advanced; that the need of it is being better realized; that it is being carried on with a more serious sense of the responsibility it entails, and with a more earnest desire that it should be sound and thorough. Each year the standard is higher, the methods are better; and especially in Vernacular Primary education a steady effort is being made to spread it far and wide, and to make the methods simple, interesting, and instructive.

3. The object I have from the beginning kept prominently in view has been *the training of teachers*. The value of properly trained and supervised teachers cannot be overrated. The teacher should, just as much as the lawyer, the doctor, the engineer, and the professional and business man generally, study his profession, prepare for it carefully and conscientiously, and keep abreast of all the changes and advancement it undergoes. "As a teacher is, so will the school "be. His influence for good pervades every class and follows the pupils to "their homes. It is the best security for good moral training." I quote here what the Government of India has said: "No money is better spent than that allot-"ted to the support of efficient training schools for teachers, and money is not well "spent if granted to schools presided over by untrained or incompetent teachers, "in which discipline and moral training are relegated to a secondary place. In "the truest interests of education the cost of providing good training schools for "teachers of English as well as Vernacular schools should be regarded as the first "charge on the educational grants."

4. There are those who, with a very limited experience of the educational work of the Province, but with an unlimited capacity for indifference and for sitting apart and sneering, have gone about giving out that the whole of our scheme and work of training teachers is absurd and useless, because "teachers are born and not made." I wish we had many more born teachers; but, in their absence, those of us who know the needs of the Province, and are working heart and soul to meet them, have felt sure that the teacher can be made, and we have done our best to

provide the means for making him. Our success may not as yet have been great; but we are working in the right direction. The improvement each year has been marked and our work will tell in the long run. Section VI gives some details of what we have done during the year, and shows that teachers are themselves anxious to qualify. I wish here to point out emphatically the mistake that some Missionary bodies have made in connection with their vernacular and anglo-vernacular work. They have been in too great a hurry to open anglo-vernacular and even vernacular schools, without considering where their teachers were to come from. Their constant complaint is that they cannot get qualified teachers. We do not meet with this difficullty. We can get all the trained teachers we want. But in Mission schools, the teachers must be Christians as well as secularly certificated men. We cannot turn these out from the Government normal school unless converts are sent to us for training; but they are not sent. It would have been much better for the Missionary Societies had they started with normal schools of their own for the training of their converts, and then taken up the question of opening schools, vernacular and anglo-vernacular. Some of them have realized their mistake, others have not. Want of teachers is year by year urged as the excuse for the inefficiency of their schools; but the fault is theirs, and the remedy lies in their own hands.

5. .I have from time to time summoned those who are in charge of our Normal schools, and consulted them as to the best methods of making the Normal schools popular, and of placing them on a sound basis. Only lately proposals were submitted for altering and improving Chapter VIII of the Educational Code. When sanctioned, these proposals will make a marked change for the better in our training system. We are unanimously of opinion that the reasons why our Normal schools have not been as full and as successful as they ought are—

(*a*) the fact that the VIIth Standard is allowed to be the initial qualification for Government service,—a concession that is hindering normal training and higher education, and is supplying to the offices a very inferior, uneducated class, who take the fullest advantage of this backdoor to the Government service;

(*b*) the length of the normal course;

(*c*) the existence of an outside examination for untrained teachers, who get the same advantages as those trained in the Normal schools;

(*d*) the fact that Managers have been content to take untrained and uncertificated men, with conditions seldom enforced by them that these men shall qualify within a given time.

The raising of the initial qualification for the Government service to the Entrance Examination at least, making the Clerkship Examination a *sine quâ non* for employment, and the abolition from January 1902 of the outside test will increase the attendance in our Normal schools and our colleges, keep boys longer at school, and provide ultimately a better class of clerks, and certainly a better class of teachers for our schools,—Government, Municipal, and Aided Vernacular and Anglo-Vernacular. The raw, uneducated, VIIth Standard youth, who cuts his education off when he has scarcely begun it, and roams about the country in search of work, is doing no good to the service, and, from being taken as a specimen of the finished article, is bringing discredit on the educational system of the Province.

6. Vernacular education has had this year, as always, our special attention. Everything is being done to make Primary education simple, interesting, and instructive, *and to bring it within the reach of the people.* We have striven to make it suitable to the station from which the pupils come, to make it helpful to them, and to make them more likely to earn their living simply in their homes and villages, rather than by rushing to clerkships. Burmese, Arithmetic, and Geography, and in the infant classes simple Kindergarten methods, and Object lessons are the subjects taught: in the first two standards only Burmese and Arithmetic (of the latter a very small amount). In some schools Drawing has

been taken up, and it will, I think, in time spread. We are training a large number of Managers, and Itinerant and Pupil Teachers at the centres where Drawing Masters are found. Drill is popular.

Our great need is *to spread education among the Managers of private schools.* This is being slowly done by the Itinerant Teachers. But we have an enormous amount of ignorance and apathy to contend against. When one considers that all that is necessary to bring a school on the *Public* register is—

(*a*) *a working session of four months in the year,*

(*b*) *the ability of at least four pupils to read and write their Vernacular by Standard II,*

and then when we see the large number of private schools, it looks as if things were in a bad way.

The fact is that our *Public* register could be enormously swelled if we stopped short at (*b*). The private schools represent reading and writing; but condition (*c*), namely, *that a school brought on the register shall pass pupils by the recognized standards,* is what throws them out. A full pass by Standard II requires "Numeration and notation up to and inclusive of 100,000; the first "three simple rules and short division; Multiplication table up to and inclusive of "12 × 12; and the first four simple rules in mental arithmetic, confined to two "digits." Even this very elementary knowledge of Arithmetic is the stumbling-block. It is not that the pupils cannot learn it. They get hold of it sharp enough, and can easily be taught by the Itinerant Teachers; *but it is the Managers themselves, who are so hopelessly ignorant and indifferent.* By degrees, as Pupil Teachers complete their three years' work and subsequent one year's practical training at the Government Normal School, Moulmein, we shall have qualified men to take up the work, and carry the 3 R's throughout the length and breadth of the Province. Of course we might easily, by removing Arithmetic, at once bring a very large number of *private* schools on to the *public* list. It might look better on paper; but it would be no real index of the spread of Primary education in its simple branches of Reading, Writing, and Arithmetic.

7. This brings me to the question of funds. This year, as before, we have suffered from reductions owing to want of funds, the most backward districts suffering the most. I do not think the present system a good one for the spread of Primary education, and I shall have occasion to refer to this more in detail in Section V, and I call special attention to what is said in connection with the Henzada district, Burmese and Karen.

I urge strongly a return to the old system of a Primary Fund, made up of contributions from all the districts and supplemented from Provincial funds. I saw in several parts of India, where I served, how well this Fund worked for the spread of Primary education; and I feel sure that, if it were introduced into the Province, we could take Primary education to every village in the Province. For thoroughness of methods and for interesting teaching this Province is far ahead of India in Primary education; but in extent of diffusion, it has much yet to acquire. We can find the schools and the trained teachers. All we want is the money to give the means of livelihood, when supplemented by fees, to the teachers sent out to spread Primary education. No mere technical account objection ought to be allowed to stand in the way of the formation of a Primary Fund.

8. Anglo-Vernacular education in all its branches is well able to take care of itself. It is well supported from public funds, many schools under Missionary management supporting themselves entirely on the fees and the half salaries and grants they receive from Government.

What is wanted, and I have pointed this out before, is *more thorough, genuine supervision by the Superintendents.* There is no hesitation in claiming the 25 per cent. of "cost of staff" given by the Government for "superintendence and sundry charges," but not the same eagerness to keep the masters and work under constant and firm control. A great many schools would do much more if they were looked after by those who call themselves Superintendents.

9. I referred in last year's Report to the Conference held in Prome. These conferences have with great success been held at Akyab, Bassein, and Mandalay. I attach the highest importance to such gatherings. They bring together,

at certain convenient centres, Managers, Vernacular and Anglo-Vernacular, Itinerant Teachers, Pupil Teachers, Head and Under Masters, and the Educational Officers, and enable them to compare notes as to work, to read and discuss papers bearing on teaching, school-management and discipline, and to see and often take away with them books, copy-books, map-drawing books, and Kindergarten and other apparatus they would perhaps not see under any other circumstances. We intend holding one in June at Moulmein, and another, a very large one, in October in the "Teachers' Institute, Rangoon." One very pleasing feature of these conferences is the attendance of monks, and the keen interest they take in the discussions.

Want of space compels me to omit very interesting and instructive details in connection with these conferences: I do this reluctantly. The Rangoon Teachers' Association, and the other Associations of a similar kind in the Province, are doing good work.

10. I would call special attention to the Slöjd and Kindergarten work done in the Province. Details are given in Section VI. Burma stands by itself in the care and attention paid to these subjects. Nowhere else are these so widely diffused, and nowhere but in Burma are Kindergarten and Object lessons found in the Vernacular schools. Slöjd is peculiar to Burma.

11. The Patamabyan Examination had, I regret to say, to be cancelled, owing to the papers having got out. It has been a great disappointment to the monks, to a very large number of the candidates, and to the *lugyis*, who in Rangoon, Mandalay, and Moulmein made every preparation, as in past years, for holding the examination in a befitting manner. The matter has raised the indignation of the chief *Sadaws*, who feel deeply grieved to think any of their order should have connived at such fraud. It is in some sense satisfactory to know that the guilty ones are men held in little respect—men of no learning or position whatever, who neither prepare themselves or others for the examinations.

As a detailed report has been submitted to the Government, nothing more need be said here.

12. Steady and unremitting attention has been paid to discipline and moral training. The Head Masters have been much more alive to the necessity for firmness in these matters. One or two very wholesome examples that it has been found necessary to make of obstreperous pupils, have had a very salutary effect.

I wish Vernacular Managers and parents were more alive to the necessity for enforcing discipline. Parents and guardians are weak and indifferent to a culpable degree. The Managers of aided schools could do much more towards maintaining discipline among boys, if they would—

(i) insist upon pupils joining their schools at the beginning of the school year, and not at all times in the year, whenever they chose to join; and being more regular in attendance;

(ii) carry out the Inter-School Rules strictly and literally on the subject of the payment of the fees for the school year;

(iii) not waste their own time and mine by sending up constant applications for concessions to a lot of idle, irregular pupils, who fail at their examination, or are thrown out for want of attendance. This pampering of school boys is bad for them, bad for the schools, makes parents and guardians careless and indifferent, and is an injury to discipline all round.

13. Sports everywhere in the Province flourish. The football competitions in Rangoon and at every large and even at many small centres need no reference to them by me: they are well known.

Cricket is slowly winning its way among Burmans. I should like to see more inter-school matches. Dr. Hoyle, the Health Officer of the Rangoon Municipality, did much to encourage cricket.

The boys of Burma come well to the front in Volunteering; the St. John's College, S. P. G., Rangoon College, and the Diocesan High School having cadet companies. The boys of St. Paul's High School form an integral part of the Naval Volunteer Corps. St. Patrick's High School, Moulmein, has lately furnished a cadet company.

SECTION I.

GENERAL AND STATISTICAL SUMMARY.

14. The following are the statistics for educational institutions in the Province :—

Class of institution.	1897-98.		1898-99.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
A.—Public Institutions.						
Colleges ... ... { Arts ...	2	88	2	113	56	
Colleges ... ... { Professional	...	...	...	...	...	
Secondary schools for ... { Boys ...	260	21,114	264	22,731	86	
Secondary schools for ... { Girls ...	34	2,445	33	2,767	84	
Primary schools for ... { Boys ...	4,410	111,922	4,112	109,513	27	
Primary schools for ... { Girls ...	248	7,090	231	6,768	29	
Special schools	42	1,110	44	1,114	25	
Total Public Institutions ...	4,996	143,769	4,686	143,006	30	
B.—Private Institutions.						
Advanced teaching	...	...	...	...	...	
Elementary for ... ... { Boys ...	10,981	110,856	11,320	121,884	11	
Elementary for ... ... { Girls ...	44	821	59	993	17	
Other schools not conforming to departmental standards for religious instruction only.	259	4,203	266	4,374	16	
Total Private Institutions ...	11,284	115,880	11,645	127,251	11	
GRAND TOTAL ...	16,280	259,649	16,331	270,257	17	

15. The following table shows the classification of schools according to University, High, Middle, Primary, and Female education during the past two years :—

Class of institution.	1897-98.		1898-99.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.		
A.—Public Institutions.						
University Colleges	2	88	2	113	56	
High English Schools	14	4,294	15	4,662	311	
Middle English Schools ...	57	5,778	58	5,850	101	
Middle Vernacular Schools ...	189	11,042	191	12,219	64	
Primary Schools	4,410	111,922	4,112	109,513	27	
Special Schools	42	1,110	44	1,114	25	
Female Schools	282	9,535	264	9,535	36	
Total Public Institutions ...	4,996	143,769	4,686	143,006	30	
B.—Private Institutions.						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	11,025	111,677	11,379	122,877	11	
Other schools not conforming to departmental standards, for religious instruction only.	259	4,203	266	4,374	16	
Total Private Institutions ...	11,284	115,880	11,645	127,251	11	
GRAND TOTAL ...	16,280	259,649	16,331	270,257	17	

Under the head of *Public* Institutions the number of *Colleges* remains the same, but the attendance has increased by 25.

High Schools have increased by one and the attendance by 368. The attendance in the Northern circle has more than trebled.

Middle English Schools have increased by one and the attendance by 72.

Middle Vernacular Schools have increased by two and the attendance by 1,177.

Primary Schools show a decrease of 298 and a decrease in attendance of 2,409. Further details will be found in Section V.

Special Schools have increased by two and the attendance by 4.

Female education, which will be dealt with in Section VII, shows a decrease in schools of 18, while the attendance remains exactly the same.

Under the head of *Private* Institutions, there is an increase in both schools and attendance of 361 and 11,371 respectively.

The Northern circle is largely responsible for the decrease in schools and pupils under the head of *Public*, and the large increase under the head of *Private* Institutions. I append the report of the Inspector of Schools on this subject; further and fuller details of which will be found in Section V :—

It will be noticed that public schools and pupils attending these institutions have decreased, due to the transfer of many to the private list. The average attendance (*i.e.*, 24) in these institutions is lower than in other parts of Burma.

One of the special difficulties we have to deal with in this circle is the poverty of the people and the thinness of population. We therefore find it very difficult to get qualified men to open new Vernacular Schools. The income derived from the schools is far too small for a livelihood, till the first grant is drawn, *i.e.*, the first two years of their existence.

Private institutions show an increase in both number and attendance, due to the transfer to the list of many Public unaided schools.

The total number of institutions and the number of pupils have both increased.

16. The following shows the classification of schools according to their management :—

Class of institution.	1897-98.		1898-99.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
A.—*Under public management.*					
Maintained by the Department	45	2,230	47	2,196	
Maintained by Municipal Boards	18	2,355	19	2,619	
B.—*Under private management.*					
Aided by the Grant-in-Aid rules	90	9,521	92	10,016	
Aided under Indigenous School Rules ...	2,924	93,525	2,819	94,001	
Unaided	1,919	36,138	1,709	34,174	
Total ...	4,996	143,769	4,686	143,006	
Private Institutions	11,284	115,880	11,645	127,251	
GRAND TOTAL ...	16,280	259,649	16,331	270,257	

17. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in :—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.						Total.		
												Reading book.			*Not reading book.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1897-98.																				
High English ...	20	5,222	417	59	476	1,507	251	1,758	1,285	242	1,527	1,223	238	1,461	...	...	...	4,432	790	5,222
Middle English ...	65	6,239	...	...	...	1,446	135	1,581	1,918	224	2,142	2,182	334	2,516	...	...	...	5,546	693	6,239
Middle Vernacular ...	209	12,098	...	...	...	881	212	1,093	2,094	525	2,619	5,929	2,457	8,386	...	...	...	8,904	3,194	12,098
Primary ...	4,658	119,012	...	...	...	...	...	...	5,436	1,304	6,740	91,685	20,587	112,272	...	...	...	97,121	21,891	119,012
Total ...	4,952	142,571	417	59	476	3,834	598	4,432	10,733	2,295	13,028	101,019	23,616	124,635	...	...	...	116,003	26,568	142,571
1898-99.																				
High English ...	21	5,670	414	58	472	1,653	262	1,915	1,471	279	1,750	1,288	245	1,533	...	...	...	4,826	844	5,670
Middle English ...	65	6,339	...	...	...	1,409	156	1,565	2,023	255	2,278	2,159	337	2,496	...	...	...	5,591	748	6,339
Middle Vernacular ...	211	13,489	...	...	...	908	168	1,076	2,382	551	2,933	6,772	2,708	9,480	...	...	...	10,062	3,427	13,489
Primary ...	4,343	116,281	...	...	...	...	...	...	6,298	1,384	7,682	89,401	19,198	108,599	...	...	...	95,699	20,582	116,281
Total ...	4,640	141,779	414	58	472	3,970	586	4,556	12,174	2,469	14,643	99,620	22,488	122,108	...	...	...	116,178	25,601	141,779

18. The following statement summarizes the foregoing figures, and gives those of the previous year for comparison, the numbers being taken on the 31st March :—

Stage.	Number of pupils.		Increase.	Decrease.
	1897-98.	1898-99.		
High	476	472	...	4
Middle	4,432	4,556	124	...
Upper Primary	13,028	14,643	1,615	...
Lower Primary	124,635	122,108	...	2,527
Total ...	142,571	141,779	...	792

19. *Table showing the number of pupils in all classes of institutions, aided and unaided, for each district in the province.*

1		In Public Institutions.										In Private Institutions.						Grand Total.	
Division.	District.	Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.
Arakan...	Akyab ...	...	...	810	693	3,290	4,324	28	28	4,128	5,045	...	...	6,663	5,960	6,663	5,960	10,791	11,005
	Kyaukpyu ...	...	...	218	219	775	1,041	12	24	1,005	1,284	...	...	1,394	1,234	1,394	1,234	2,399	2,518
	Sandoway ...	...	...	241	379	548	513	...	...	789	892	...	...	274	351	274	351	1,063	1,243
	Arakan Hill Tracts ...	...	...	...	...	...	...	...	...	...	...	...	...	49	39	49	39	49	39
Pegu ...	Rangoon ...	88	113	4,413	4,462	4,256	4,806	383	351	9,140	9,732	...	...	2,355	2,282	2,355	2,282	11,495	12,014
	Hanthawaddy ...	...	...	654	611	10,829	11,263	81	72	11,564	11,946	...	...	3,320	4,139	3,320	4,139	14,884	16,085
	Pegu ...	...	...	1,049	1,104	5,479	6,566	14	17	6,542	7,687	...	...	4,199	3,960	4,199	3,960	10,741	11,647
	Thirrawaddy ...	...	...	1,072	1,170	4,161	3,803	13	16	5,246	4,989	...	...	1,474	2,264	1,474	2,264	6,720	7,253
	Prome ...	...	...	962	1,121	2,609	2,810	6	10	3,577	3,941	...	...	5,598	6,070	5,598	6,070	9,175	10,011
Irrawaddy.	Bassein ...	...	...	1,397	1,569	3,864	4,394	40	30	5,301	5,993	...	...	3,018	2,405	3,018	2,405	8,319	8,398
	Thongwa ...	...	...	992	1,146	9,359	7,071	14	23	10,365	8,240	...	...	2,881	3,638	2,881	3,638	13,246	11,878
	Henzada ...	...	...	1,331	1,318	7,031	4,907	21	13	8,383	6,238	...	...	4,872	6,070	4,872	6,070	13,255	12,308
	Myaungmya ...	...	...	652	667	4,757	4,941	16	21	5,425	5,629	...	...	1,197	1,444	1,197	1,444	6,622	7,073
	Maulmein ...	...	...	1,955	2,102	2,105	1,255	183	168	4,243	3,525	...	...	380	1,085	380	1,085	4,623	4,610
Tenasserim.	Amherst ...	...	...	290	431	3,375	3,608	...	...	3,665	4,039	...	...	3,561	3,678	3,561	3,678	7,226	7,717
	Thaton ...	...	...	496	195	3,726	4,636	..	...	4,222	4,831	...	...	5,948	5,224	5,948	5,224	10,170	10,055
	Tavoy ...	...	...	417	453	1,730	1,271	...	...	2,152	1,724	...	...	2,883	2,246	2,883	2,246	5,035	3,970
	Mergui ...	...	...	436	566	804	755	14	19	1,314	1,340	...	...	691	464	691	464	2,005	1,804
	Toungoo ...	...	...	1,220	1,534	3,834	4,536	49	58	5,103	6,128	...	...	3,227	3,634	3,227	3,634	8,330	9,762
	Salween ...	...	...	...	...	...	...	...	...	...	...	...	...	89	...	89	...	89	...
Mandalay.	Mandalay town ...	...	...	1,287	1,720	7,285	5,077	72	94	8,644	6,891	...	...	2,923	2,499	2,923	2,499	11,567	9,390
	Mandalay district...	...	...	164	204	1,458	1,460	...	..	1,622	1,664	...	...	5,394	5,494	5,394	5,494	7,016	7,158
	Bhamo ...	...	...	124	154	321	355	...	12	445	521	...	...	686	796	606	795	1,131	1,317
	Katha ...	...	...	59	60	469	646	...	...	528	706	...	...	1,630	2,772	1,630	2,772	2,158	3,478
	Myitkyina ...	...	...	...	...	217	279	...	...	217	279	...	...	223	527	223	527	440	806
	Ruby Mines ...	...	...	...	...	313	345	...	...	313	345	...	...	691	516	691	516	1,004	861
Sagaing	Shwebo ...	...	...	393	172	1,231	1,643	20	21	1,644	1,836	...	...	3,524	4,950	3,524	4,950	5,168	6,786
	Sagaing ...	...	...	416	423	2,181	1,941	41	22	2,638	2,386	...	...	7,883	9,950	7,883	9,950	10,521	12,336
	Lower Chindwin ...	...	...	348	160	2,354	2,101	...	...	2,702	2,261	...	...	6,274	6,975	6,274	6,975	8,976	9,236
	Upper Chindwin ...	...	...	...	13	1,314	214	...	...	1,314	227	...	...	1,508	1,955	1,508	1,955	2,822	2,182
Meiktila	Kyaukse ...	...	...	173	298	647	574	15	18	835	890	...	...	2,186	2,112	2,186	2,112	3,021	3,002
	Meiktila ...	...	...	333	529	2,267	1,091	32	41	2,632	1,661	...	...	2,855	3,725	2,855	3,725	5,487	5,386
	Myingyan ...	...	...	141	305	5,612	4,855	...	...	5,753	5,160	...	...	8,838	8,538	8,838	8,538	14,591	13,698
	Yamethin ...	...	...	352	409	7,329	8,663	20	23	7,701	9,095	...	...	1,215	1,775	1,215	1,775	8,916	10,870
Minbu ...	Minbu ...	...	...	163	337	3,405	3,539	36	33	3,604	3,909	...	...	3,149	4,184	3,149	4,184	6,753	8,093
	Magwe ...	...	...	92	105	2,843	3,375	...	...	2,935	3,480	...	...	4,110	5,050	4,110	5,050	7,045	8,530
	Pakôkku ...	...	...	320	252	5,008	4,823	...	...	5,328	5,075	...	...	5,526	6,298	5,526	6,298	10,854	11,373
	Thayetmyo ...	...	...	589	617	2,161	2,800	...	...	2,750	3,417	...	...	3,192	2,948	3,192	2,948	5,942	6,365
	Total ...	88	113	23,559	25,498	119,012	116,281	1,110	1,114	143,769	143,006	...	...	115,880	127,251	115,880	127,251	259,649	270,257

20. The following table shows the attendance of boys and girls under instruction in the Lower Primary, Upper Primary, Middle, High, and Collegiate Departments, with percentages:—

Stage of instruction.	Male.		Female.	
	1897-98.	1898-99.	1897-98.	1898-99.
Collegiate	83	109	5	4
High	417	414	59	58
Middle	3,834	3,970	598	586
Upper Primary	10,733	12,174	2,295	2,409
Lower Primary (*A*)	101,019	99,620	23,616	22,488
Lower Primary (*B*)	...	...	...	...
Total ...	116,086	116,287	26,573	25 605
	Percentage for males.		Percentage for females.	
	1897-98.	1898-99.	1897-98.	1898-99.
Collegiate	·07	·09	·02	·02
High	·36	·36	·22	·23
Middle	3·30	3·41	2·25	2·29
Upper Primary	9·25	10·47	8·64	9·64
Lower Primary (*A*)	87·02	85·67	88·87	87·82
Lower Primary (*B*)	...	...	...	...
Total ...	100	100	100	100

21. The following is a comparative table of the expenditure of the last two years:—

Heads of expenditure.	1897-1898.		1898-1899.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...
Collegiate	52,923	70,088	50,056	71,531
Secondary	2,04,717	4,74,853	2,30,295	5,42,415
Primary	2,14,107	2,38,044	2,15,287	2,38,487
Female	69,422	1,43,564	75,036	1,57,132
Special	64,694	74,847	67,885	77,156
Scholarships	26,543	26,543	27,041	27,041
Buildings	44,158	67,958	58,108	93,008
Furniture and apparatus	6,635	19,905	1,900	5,600
Miscellaneous	42,840	49,657	47,614	55,605
Superintendence	1,78,339	1,78,339	1,86,458	1,86,458
Total ...	9,04,378	13,43,798	9,68,680	14,54,433

There is a total increase of Rs. 64,302 under net Government expenditure.

The following explains how this increase has occurred:—

Collegiate.—The expenditure under net Government expenditure during the year 1898-99 was Rs. 50,056 against Rs. 52,923 in 1897-98. There is a decrease of Rs. 2,867. This is due to less being spent on the Rangoon College. There is an increase of Rs. 1,443 under total expenditure. This is entirely due to the large expenditure under endowments and other sources.

Secondary schools.—There is an increase of Rs. 34,578 under net Government expenditure. This is due to larger grants having been earned and paid to schools. Fixed grants were in many cases increased this year. The increase

under total expenditure is also due to more expenditure for endowments and other sources.

Primary schools.—The increase of Rs. 1,180 under net Government expenditure and Rs. 443 under total expenditure are very slight and call for no special remarks.

Female schools.—The expenditure under net Government expenditure shows an increase of Rs. 5,614. This is entirely due to larger grants having been earned and paid to both Anglo-Vernacular and Vernacular schools.

Special schools.—The expenditure under net Government expenditure shows an increase of Rs. 3,191. The following sums were paid during the year under report:—

	1897-98.	*1898-99.*
(*a*) Training schools	27,502	28,896
(*b*) Engineering and survey schools	32,549	36,949
(*c*) Industrial schools	112	157
(*d*) Other schools	2,140	1,883
(*e*) Law schools	2,391	...
Total ...	64,694	67,885

Scholarships.—The expenditure under this head shows a slight increase of Rs. 498. They were paid as follows:—

	Rs.
(*a*) Arts colleges	4,163
(*b*) Secondary schools	6,090
(*c*) Primary schools	2,190
(*d*) Special schools	14,598
Total ...	27,041

Buildings.—The expenditure under net Government expenditure shows an increase of Rs. 13,950. This is due to larger expenditure incurred on buildings managed by Government.

The following will explain what sums of money were spent on aided schools:—

	Rs.
Industrial School, Prome road, Rangoon	4,000
Methodist Episcopal Girls' High School, Rangoon	6,000*
Roman Catholic Mission Girls' School, Nyaunglebin, Pegu district ...	600
American Baptist Mission Burmese School, Henzada	1,000
American Baptist Mission Karen School, Shwegyin	2,000
St. Peter's High School, Mandalay	500
Industrial School, Chanthagôn	3,350
Maung Po Thin, School-manager, Kyaukpyaw	150
Total ...	17,600

Furniture and apparatus.—The decrease of Rs. 4,735 under this head is due to less equipment grants having been paid during the year.

The following schools received equipment grants during 1898-99:—

	Rs.
St. John's College, Rangoon	100
American Baptist Mission Pwo-Karen School, Bassein	300
Roman Catholic Mission School, Myaungmya	200
Evangelical Wesleyan Mission Normal School, Mandalay ...	200
American Baptist Mission Kachin Normal School, Bhamo ...	200
S. P. G. Royal School, Mandalay	350
Empress Victoria Buddhist Boys' School, Rangoon	500
Maung Po Leik, Tharrawaddy	50
Total ...	1,900

Miscellaneous.—There is a slight increase under this head.

Superintendence.—There is an increase of Rs. 8,119 under "Superintendence." This is due to increments of salary, and the creation of three new appointments in the inspecting staff.

The amount of fee receipts under all classes of institutions for the year is Rs. 3,00,948 against Rs. 2,67,182. The increase of Rs. 33,766 is due to increased attendance and to the effect of the Inter-school Rules in helping Managers to realize their dues.

* Rupees 3,000 paid from Provincial Funds on account of Rangoon Municipality.

SECTION II.

CONTROLLING AGENCIES.

22. The following tables show the work done by the Inspectors of Schools, and by the Deputy and Sub-Inspectors respectively :—

A.—*Inspectors of Schools.*

Name and Circle of Superintendence.	Total days in charge.	Days in charge. Eastern Circle.	Central Circle.	Northern Circle.	Western Circle.	Days spent at headquarters on general duty.	Days spent at headquarters on inspection duty.	Days spent on tour of inspection.	Number of inspections made.	Remarks.
Mr. Goss, Eastern Circle ...	365	365	...	...	...	133	50	182	253	
Mr. Wedderspoon, M.A., B.L., Central Circle.	365	...	365	...	...	62	96	207	305	
Mr. Potter, M.A., F.C.S., Northern Circle.	365	...	...	365	...	116	42	207	347	
Mr. Cocks, M.A., Western Circle	365	...	...	...	365	166	46	153	266	

B.—*Deputy and Sub-Inspectors of Schools.*

Name.	District.	Number of days in charge.	Days spent. Headquarters.	Days spent. Districts.	Days inspected. Headquarters.	Days inspected. Districts.	Number of inspections paid. Headquarters.	Number of inspections paid. Districts.	Number of inspections paid. Total.	Remarks.
Maung Bwa ...	Yamèthin ...	365	125	240	20	211	45	798	828	
Maung Pa Ha ...	Toungoo ...	365	140	225	10	214	73	480	553	Promoted to Deputy Inspector of Schools from 1st August 1898.
Maung Kin Nyo ...	(Sub) Mergui ...	122	45	77	14	43	11	39	52	
Maung Tu, B.A. ...	Thatôn ...	138	50	88	5	45	5	84	89	
Maung Tun ...	Do. ...	137	44	97	6	74	6	124	227	
Maung Tun Aung ...	Do. ...	90	22	68	1	47	1	69	70	
Maung Po Kyin ...	Amherst ...	365	124	241	...	180	...	386	386	
Maung So Pe ...	(Talaing) Amherst ...	365	148	217	20	155	20	275	295	
Maung U ...	(Karen) do. ...	365	76	289	...	220	...	338	338	
Maung Waik ...	Moulmein ...	365	365	...	259	..	318	...	318	
Maung San Yè ...	Tavoy and Mergui ...	273	143	130	70	96	122	203	325	Acting Deputy Inspector of Schools from 13th November 1898 to 13th February 1899.
Maung Po Kin ...	Do. ...	92	11	81	...	46	...	64	64	
Maung Po Gywè ...	(Sub) Toungoo ..	118	46	72	12	58	42	211	253	Promoted to Deputy Inspector of Schools from 27th July 1898.
J. Samuel ...	(Tamil) Rangoon ...	365	263	102	150	69	156	92	248	
Maung Shwe Hmôn, A.T.M. ...	Rangoon ...	91	91	...	190	...	112	...	112	
Maung Ba ...	Do. ...	274	274	...	...	83	382	...	382	
Maung Môn ...	Hanthawaddy .	122	31	91	...	137	.	247	247	
Maung Tun Hla ...	Do. ...	233	91	142	44	190	...	508	508	Ten days on leave.
Maung Lu ...	(Karen) Hanthawaddy ...	365	70	295	7	262	...	230	230	
Maung Shwe Ni ..	(Karen) Pegu ...	365	43	322	...	29	...	341	341	
Maung We Lin, B.A. ...	Pegu ..	122	79	43	19	29	10	42	52	
Maung Tu, B.A. ...	Do. ..	242	131	111	26	79	38	200	238	One day on leave.
Maung Phroo ...	Tharrawaddy ...	138	48	90	4	56	5	102	107	
Maung We Lin, B.A. ...	Do. ...	227	89	138	37	78	13	101	114	
Maung Po Maung, K.S.M....	Prome ..	141	82	59	5	54	8	322	330	
Maung Phroo ...	Do. ..	224	122	102	28	28	44	55	99	Took charge on 22nd August 1898.
Maung Tun Zan U ...	Thayetmyo ...	365	125	240	20	192	80	602	682	
Yusuf Khandia ...	Minbu ...	365	82	283	74	377	33	640	673	
Maung Po Tin ...	Magwe ...	365	119	246	11	261	48	1,033	1,081	
Ainuddin ...	Akyab ...	365	237	128	52	84	40	442	482	
Maung Megri ...	Kyaukpyu and Sandoway...	365	155	210	3	120	4	242	246	
Maung Kyauk Lon ...	Bassein ...	365	150	215	43	167	68	324	392	
Maung Po Win ...	Myaungmya .	365	101	264	11	163	15	324	339	
Maung Tun Hla ...	Thôngwa ..	91	53	38	9	37	8	149	157	Thirty-one days on leave.
Maung Po Gywe ...	Do. ...	215	86	129	11	108	...	524	524	Twenty-eight days on leave.
Maung Saw Pe ...	Do. ...	28	17	11	7	9	3	5	8	In charge 28 days only.
Maung Tun Win ...	(Karen) Bassein and Myaungmya.	357	162	195	11	122	2	169	171	Nine days on leave.
Maung Po Ni ...	(Sub) (Karen) Henzada and Thôngwa.	183	85	98	23	69	...	50	50	Under suspension.
Maung Po We	Do. ...	182	55	127	...	100	...	113	113	Took charge on the 3rd October 1898.
Maung Tun ...	Henzada ...	136	59	77	10	55	32	224	256	
Maung Maung ...	Do. ...	220	90	130	17	58	13	243	276	
Saw Chin Cheng, B.A. ...	Mandalay town ...	316	311	5	173	4	210	4	214	
Maung Po San ...	Do. ...	44	44	...	20	...	15	...	15	
Maung So Pe ...	Do. ...	5	...	...	...	...	...	...	..	
Maung So Pe ...	Mandalay district ...	365	137	208	3	215	..	522	522	
Maung Htaw Pru ...	Sagaing district ...	365	145	220	27	102	45	512	557	
Maung Ngwe Zin ...	Shwebo and Ruby Mines districts.	5	...	...	...	...	...	..	...	
Maung Tha Gyaw ...	Do. ...	71	49	22	5	2	3	8	11	
Saw Chin Cheng, B.A. ...	Do. ...	45	16	29	11	14	5	11	16	
Maung Kin Nyo ...	Do. ...	233	96	137	26	110	5	214	267	

B.—*Deputy and Sub-Inspectors of Schools*—concluded.

Name.	District.	Number of days in charge.	Days spent		Days inspected.		Number of inspections paid.			Remarks.
			Headquarters.	Districts.	Headquarters.	Districts.	Headquarters.	Districts.	Total.	
Maung Ngwe Zin ...	Katha, Bhamo, and Myitkyina.	127	58	69	4	43	9	160	169	
Maung Than ...	Do. ..	229	49	180	4	132	5	304	309	
Maung Tun Hla ...	Upper and Lower Chindwin districts.	305	142	223	17	172	57	459	516	
Maung Kyaw Yan ...	Myingyan district ...	365	132	233	18	178	81	724	805	
Maung Maung ...	Meiktila and Kyaukse ...	125	56	69	...	31	...	84	84	
Maung Pu ...	Do. ...	240	102	138	10	97	10	186	196	
Maung Than ...	Pakokku ...	130	62	68	21	58	57	162	219	
Maung Ngwe Zin ...	Do. ...	232	105	127	36	88	89	351	440	

23. There have been no changes during the year in the Imperial branch of the Educational service. The same Director of Public Instruction has been in charge during the year, and the four circles have been in charge of the same Inspectors of Schools. The Inspector of Schools, Central circle, is now in charge of the Normal Schools, Government and aided, as well as of his own circle.

Mr. Goss has been in charge of the Eastern circle. His long service and experience are of much value, especially in matters connected with Vernacular education. He has very carefully supervised the work in his circle.

Mr. Wedderspoon has done very good work as usual. His is the heaviest charge, and he has maintained a high standard of efficiency in every department of his work. His circle has been visited throughout by either himself or his assistants, and he has himself visited the Ngapè Valley and the northern part of Sidôktaya, a part never visited before by an Inspector of Schools. The upper valley of the Salin river had up to the time of Mr. Wedderspoon's visit not been visited even by a Deputy Inspector. The result of his visit has been an opening up of Primary Vernacular education in those parts. He has great influence over the managers, monastic and lay, under him, and is able to spread education with much success. His control of the Normal schools has led to much improvement in the methods of training and in the results.

I am glad also to report highly on Mr. Potter's work in the Northern circle. He has thrown himself heart and soul into his work. He has the confidence of Managers, both Anglo-Vernacular and Vernacular, and he has been able to considerably raise the efficiency of the Northern circle. He is, however, over-taxed, and should have an Assistant Inspector to help him with his Vernacular work, which is spread over 13 districts, covering a large area and involving difficult and long journeys.

Mr. Cocks, who has had the Western circle, has lost no time in getting a grasp of his work. He has been untiring in energy, kindly and sympathetic in his work, and under him the Western circle, which has for some time past suffered many changes owing to totally unavoidable circumstances, has distinctly advanced, and will continue to do so.

24. In August 1898 a very important addition was made to the controlling agency by the appointment of Assistant Inspectors.

The Provincial branch of the service is now divided into two sections—(*a*) Assistant and (*b*) Deputy Inspectors of Schools.

The appointment of the former was urged and sanctioned for the purpose of (1) helping the already over-burdened Inspectors of Schools in their work, by relieving them to a certain extent of the Vernacular work, which needed much closer and more constant supervision, and (2) making a class with higher pay and work, which should relieve the congested state of promotion among the Deputy Inspectors, offer them better prospects, and thereby induce a better class of men to join, instead of going to the other services.

The first officers appointed were Maung Po Maung, K.S.M., Maung Môn, and Maung Po San, all three Deputy Inspectors of long and good service, and, as a temporary measure, Mr. Buchanan, who has since been replaced by Maung Pru.

These officers have done very good work. It still remains to appoint an Assistant Inspector for the Northern circle. Maung Po San unfortunately died not long after his appointment. In him the department lost a very keen, intelligent, and hardworking officer, a man of singularly sweet disposition, and remarkable influence over those who were under him.

25. As to the Deputy Inspectors of Schools, I give in full the opinions of the respective Inspectors of Schools on the officers and their work during the past year.

One officer of long standing and good service, Maung Shwe Hmôn, retired, and, as a mark of appreciation of his services, he was awarded the title of A.T.M. He was much respected and will be missed. He, however, continues to help the department in the Text-book and Patamabyan Committees.

A.—Eastern Circle.

The work of these officers calls for no special remark. The two Sub-Inspectors of Schools, Maung Kin Nyo and Maung Po Gywè, became Deputy Inspectors of Schools from 1st August and 27th July respectively, their work being taken up by the Deputy Inspectors of their circles. Maung Tu, B.A., was transferred from Thatôn to Pegu on the 13th August 1898, his place being taken by Maung Tûn from that date till the 1st January 1899, when Maung Tun Aung was appointed from the Henzada Municipal School to the Deputy Inspectorship. It is too early to report on his work.

In the Tavoy-Mergui circle Itinerant Teacher, Maung Po Kin did very satisfactorily for the three months Maung San Yè was on leave, his long experience as a teacher in Tavoy helping him greatly in his work.

B.—Central Circle.

Maung We Lin, B.A., Yusuf Khandia, and Maung Tun Zan U deserve special mention for their work. The other Deputy Inspectors of Schools have generally worked well. I do not desire to see a large number of visits made to schools. It is very unlikely that such visits can be of much good. I expect Deputy Inspectors of Schools to leave schools the better for their visits, and this can only be done when a reasonable amount is attempted in a day.

The work of Pupil Teachers should be especially looked after by them. Maung Tun Zan U, Thayetmyo, has done this well.

C.—Western Circle.

In the Arakan division there have been no changes. Ainuddin, Deputy Inspector of Schools in Akyab, has done rather better work this year. Megri, Deputy Inspector of Schools in Sandoway and Kyaukpyu, might with advantage display greater energy.

In the Irrawaddy division there have been some changes. On the 30th of July Maung Po Gywè, Sub-Inspector of Schools, Toungoo, took over charge of the Thôngwa district from Maung Tun Hla, transferred to Hanthawaddy. On the 14th August Maung Maung took over charge of Henzada district from Maung Tun, transferred to Thatôn. The change ought to be to the advantage of Henzada. On the suspension of Maung Po Ni, Sub-Inspector of Karen Schools in Henzada and Thôngwa, Maung Po Wè took charge of those two districts in September. In the Bassein and Myaungmya districts there were no changes. These two districts are the best in the division, both as regards Burmese and Karen education.

D.—Northern Circle.

The work of the Deputy Inspectors of Schools has improved, and most have done well. They should do more teaching, and, with one or two exceptions the supervision of Itinerant Teachers and Pupil Teachers, though better than in past years, can still be improved.

Saw Chin Cheng, B.A., was in charge of Mandalay town from the 1st April 1898 to the 14th June 1898 and again from the 2nd August 1898 to the end of the official year. He is an intelligent officer and has done good work. The Itinerant Teachers need more thorough supervision. His sub-circle shows progress.

Maung Taw Pru has been in charge of Sagaing district the whole year. His sub-circle shows progress. He has worked with energy and has Itinerant Teachers fairly well under control. He also works well with Subdivisional Officers and Township Officers.

Maung Ngwe Zin was in charge of Katha, Bhamo, and Myitkyina districts from the 1st April 1898 to the 5th August 1898, and of Pakôkku district from the 12th August 1898 to the end of the official year. He is a good teacher and energetic, and his work as a Deputy Inspector of Schools is thorough. In each sub-circle his supervision of Itinerant Teachers and Pupil Teachers has been good.

Maung Tun Hla (1) has been in charge of Lower and Upper Chindwin districts the whole year. He has worked with energy himself, but does not get much work out of those under him. His supervision of the work of Itinerant Teachers is not good.

Maung Kyaw Yan has been in charge of Myingyan district the whole year, and has done another year's genuine work. The schools in his sub-circle are more efficient. He has Itinerant Teachers well under control. His report was both full and accurate.

Maung Maung was in charge of Meiktila and Kyauksè districts from the 1st April 1898 to the 4th August 1898. An intelligent officer, but wanting in energy.

SECTION III.

UNIVERSITY EDUCATION.

26. (*a*) The following table shows the average number on the rolls and the average attendance during the past two years of the Rangoon College teaching up to B.A. and the Baptist College teaching up to F.A. :—

Institution.	Average number on the rolls.		Average daily attendance.	
	1897-98.	1898-99.	1897-98.	1898-99.
Rangoon College	86	99	70	95
Baptist College, Rangoon	6	11	6	10
Total ...	92	110	76	105

Of the 102 students in the Rangoon College, 20 attended the B.A. and 82 the F.A. classes. Of the 20 B.A. students, five read for Honours in English and one for Honours in Mathematics.

Eight students went up for the B.A. and seven passed, one with Honours in English, standing third in the second division.

For the F.A. 34 boys and two girls went up; four boys and two girls passed in the second division, and 12 boys in the third.

In the examination for the Subordinate Civil Service all the selected candidates were educated in the Rangoon College. During the year a college hostel was opened, as an experiment, in Phayre Lodge. It has been full and popular, and is self-supporting.

The Principal rightly urged the necessity for separating the college from the school. His proposals have been accepted, and a new building will be shortly taken in hand, to which the F.A. and B.A. classes, *i.e.*, the college proper, will be moved. Arrangements are also being made for building a new and suitable laboratory.

When these buildings are ready there will be a complete separation of the college from the school, the High, Middle, and Primary Departments remaining in the present building, and some additional accommodation being given to the office of the Educational Syndicate, which is somewhat crowded.

At the end of the year the college lost the services of Mr. Turner, Lecturer in English, who left in March to take up his appointment as Inspector of Schools under the English Educational Department. His resignation and the departure on leave of Mr. Marshall, Lecturer in Mathematics, has brought up the question of the pay and position of the lecturers in the college, and proposals are under the consideration of the Government.

The college has lost in Mr. Turner a scholar, and a hardworking and successful lecturer, who never spared himself. He is to be congratulated on his promotion.

Mr. Rose, the Principal, and his staff have worked during the year under many difficulties, and the results are creditable to them.

One teacher appeared for the F.A. Examination and passed in the second division.

(*b*) From the Baptist College seven students appeared for the F.A. Examination and five passed, one in the second and four in the third division. Of these, one is a Normal School student as well. In this college several of the pupils in the F.A. classes are Normal students.

During the year under report the average monthly attendance of pupils was 16, and five of these read in the Normal School.

The Rev. Dr. Cushing returned from leave and took over charge of the college from the Rev. Dr. Hicks on the 1st April 1898. The staff was at the same time strengthened by the appointment of Mr. J. H. Randall, B.A.

The college is steadily growing, and becoming a powerful centre of training for the American Baptist Mission.

(*c*) The Senior University Scholarships were awarded as follows:—

No.	Name of candidate.	School from which presented.
1	Maung Gale	Rangoon College.
2	Aung Tun U	Rangoon College.
3	Margaret Friedlander	Rangoon College.
4	Maung Ba Hlaing	Baptist College.
5	Maung San Shwe U	Rangoon College.

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER.

(*Standards V—IX inclusive.*)

27. The following statement gives the classification of the Anglo-Vernacular and Indigenous boys' and girls' schools respectively in which secondary instruction is given, and the number of pupils in attendance during the years 1897-98 and 1898-99:—

Classification of schools.	1897-98.		1898-99.	
	Schools.	Pupils.	Schools.	Pupils.
A.—BOYS.				
High English.				
Maintained by the department	2	970	2	913
Maintained by Municipal Boards	3	747	3	813
Aided under the Grant-in-aid Rules	9	2,577	10	2,936
Unaided	...	...	...	...
Total ...	14	4,294	15	4,662
Middle English.				
Maintained by the department	1	95	1	103
Maintained by Municipal Boards	15	1,608	15	1,736
Aided under the Grant-in-aid Rules	41	4,075	42	4,011
Unaided	...	...	...	...
Total ...	57	5,778	58	5,850
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	..	...	...	...
Aided under the Grant-in-aid Rules	...	...	...	...
Aided under the Indigenous School Rules ...	189	11,042	191	12,219
Total ...	189	11,042	191	12,219
GRAND TOTAL ...	260	21,114	264	22,731

Classification of schools.	1897-98.		1898-99.	
	Schools.	Pupils.	Schools.	Pupils.
B.—GIRLS.				
High English.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	6	928	6	1,008
Unaided	...	...	...	...
Total ...	6	928	6	1,008
Middle English.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	8	461	7	489
Unaided	...	...	...	...
Total ..	8	461	7	489
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules	...	...	...	...
Aided under the Indigenous School Rules ...	20	1,056	20	1,270
Total ...	20	1,056	20	1,270
GRAND TOTAL ...	34	2,445	33	2,767

In the schools for boys, High English show an increase of one and of 368 in attendance; Middle English an increase of one and of 72 in attendance; Middle Vernacular an increase of two and of 1,177 in attendance.

The schools for girls show no increase in number of High English, but an increase of 80 in attendance; in Middle English a decrease of one, but an increase in attendance of 28; in Middle Vernacular the number remains the same, but the attendance has increased by 214.

The holding of an VIIIth and IXth Standard Vernacular Examination has led to a distinct advance in the Middle Vernacular schools for boys and for girls.

(Upper and Lower Secondary.)

28. The following are the results of the Calcutta Entrance, Eighth, and the Seventh Standard Examinations for the past two years:—

Class of institution.	1897-98.				1898-99.			
	Entrance (IXth Standard).	Preparatory Entrance (VIIIth Standard).	Middle (VIIth Standard).	Total.	Entrance (IXth Standard).	Preparatory Entrance (VIIIth Standard).	Middle (VIIth Standard).	Total.
From schools under public management.	59	72	164	295	47	82	112	242
From public schools under private management and aided under the Grant-in-aid Rules.	46	70	256	372	48	76	212	335
From public schools under private management and aided under the Indigenous School Rules.	...	..	37	37	...	...	29	29
From schools under Missionary management.	...	...	18	18	...	...	14	14
Total ...	105	142	475	722	95	158	367	620

29. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1897-98 and 1898-99:—

Name of school.	1897-98.				1898-99.			
	First division.	Second division.	Third division.	Total.	First division.	Second division.	Third division.	Total.
Rangoon Collegiate School	3	20	17	40	6	12	8	26
Diocesan Boys' High School, Rangoon ...	...	1	3	4	...	2	...	2
Diocesan Girls' High School, Rangoon ...	...	1	...	1	...	...	...	...
Akyab Municipal High School	...	...	3	3	...	4	...	4
Moulmein Government High School ...	...	3	4	7	3	2	1	6
Bassein Municipal High School	...	1	2	3	2	3	...	5
Bassein Sgaw-Karen High School	...	...	...	...	...	1	1	2
Prome Municipal High School	2	2	2	6	1	2	3	6
St. Paul's High School, Rangoon	...	6	4	10	...	2	3	5
St. John's College, S. P. G., Rangoon ...	...	7	2	9	1	2	3	6
Baptist College, Rangoon	...	2	4	6	...	5	9	14
Methodist Episcopal Girls' High School, Rangoon	1	1	...	2	...	...	...	...
St. John's Convent School, Rangoon ...	2	1	1	4	1	4	2	7
St. Joseph's Convent School, Moulmein ...	...	1	...	1	1	2	1	4
St. Patrick's School, Moulmein	...	1	1	2	...	2	1	3
St. Joseph's Convent School, Mandalay ...	...	...	2	2	...	...	1	1
English Girls' High School, Moulmein ...	...	1	...	1	...	1	...	1
Madooray Pillay's High School, Rangoon ...	...	1	3	4	...	1	2	3
St. Luke's S. P. G. School, Toungoo ...	...	...	...	...	...	...	...	...
Total ...	8	49	48	105	15	45	35	95

30. The following statement shows the number of candidates presented and passed at the Eighth Standard Examination during 1898-99:—

Name of school.	Number presented.		Number passed.	
	Boys.	Girls.	Boys.	Girls.
Municipal High School, Bassein	13	...	13	...
Municipal High School, Prome	15	...	15	...
Municipal High School, Akyab	10	...	8	...
Government High School, Moulmein	19	...	9	...
Sgaw-Karen High School, Bassein	11	...	4	...
St. Patrick's School, Moulmein	10		4	...
English Girls' High School, Moulmein ...	...	4	...	2
St. Joseph's Convent, Moulmein	...	5	...	5
St. Luke's School, Toungoo	7	...	4	...
E. W. M. Boys' School, Mandalay	3	...	2	...
St. John's Convent, Rangoon	...	10	...	5
St. John's College, Rangoon	14	...	11	...
Collegiate School, Rangoon	53	...	37	...
St. Paul's School, Rangoon	23	...	13	...
Methodist Girls' School, Rangoon	...	5	...	5
Baptist College, Rangoon	34	...	15	...
Madooray Pillay's School, Rangoon	2	...	2	...
Diocesan Girls' School, Rangoon	...	3	...	2
Diocesan Boys' School, Rangoon	4	...	2	...
Total ...	218	27	139	19

31. The passes by the Entrance, Preparatory Entrance or VIIIth Standard and by the Middle or VIIth Standard for the year are 10 less, 16 more, and 108 less respectively than last year.

For the Entrance Examination 145 boys and 22 girls went up as against 191 boys and 29 girls last year. Of these, 82 boys and 13 girls passed, 15 in the first division, 45 in the second, and 35 in the third, against 8 in the first division, 49 in the second, and 48 in the third last year.

Though the number presented is less, the percentage is higher and the quality much better.

Eight teachers and two private students appeared: of these, four teachers and two private students passed.

The passes in the VIIth Standard are smaller than last year, because this year, for the first time, Geography, Euclid, and Algebra, which have been hitherto optional subjects, were compulsory. This change was asked by the Managers themselves, and it is a very necessary one. If pupils are to pass the Entrance Examination two years after the VIIth, these subjects must be required throughout the Middle department. Leniency in the VIIth Standard is, to my mind, a mistake.

The High departments, as well as the Anglo-Vernacular departments of the Normal Schools of the Province, will be small as long as the VIIth Standard, which after all is a very low qualification, is made the test for admission to the Government service. Boys prefer leaving school on passing the VIIth Standard and joining Government service as apprentice clerks to going on higher. This is a pity; it is felt to be a hardship by School-managers, and I trust that before long the Entrance at least will be made the initial qualification throughout the Province. Once this is decided on and all loopholes are closed, the supply will be forthcoming.

Though the VIIth Standard passes are smaller in number, the quality of the work is very much higher. *It speaks well for the work in the Middle department that 367 pupils passed in six compulsory subjects, while only 475 passed last year in three.*

For the VIIIth Standard Vernacular 18 candidates appeared and 10 passed.

The Middle English Scholarship Examination showed a very marked rise in the quality of the work done.

32. The following tables show the number of passes in the Middle department of the schools of the Province for the years 1897-98 and 1898-99:—

A.—*Anglo-Vernacular.*

Class of institution.	1897-98.								1898-99.							
	V.		VI.		VII.		Total.		V.		VI.		VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
From schools under public management.	264	...	178	...	164	...	606	...	207	1	200	...	112	...	519	1
From public schools under private management and aided under the Grant-in-aid Rules.	528	80	303	72	206	50	1,037	202	412	86	289	78	165	47	866	211
Total ...	792	80	481	72	370	50	1,643	202	619	87	489	78	277	47	1,385	212

B.—*Vernacular.*

Class of institution.	1897-98.								1898-99.							
	V.		VI.		VII.		Total.		V.		VI.		VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
From schools under Indigenous Rules.	342	46	133	13	35	2	510	61	344	53	127	12	27	2	498	67
From schools under Missionary management.	4	23	2	14	4	14	10	51	3	22	7	21	...	14	10	57
Total ...	346	69	135	27	39	16	520	112	347	75	134	33	27	16	508	124

EASTERN CIRCLE.

A.—*Secondary (Anglo-Vernacular).*

Excluding the Government High School, Moulmein, there are four Municipal institutions in the Eastern circle, the Thatôn school having fallen to the Primary grade. In all, steady work has been done, and in full passes but a small decrease is shown, despite the making of Euclid and Algebra compulsory subjects. The Tavoy school is steadily raising its standard of efficiency.

Aided schools have continued to do good work and made a steady effort to keep up with the times, and, though under Standards V and VII there is a falling off, Standard VI has secured an increase of passes. The figures for the three standards were 113, 81, and 51 against 149, 76, and 56 in 1897-98.

In Rangoon the following schools were inspected and examined:—

St. Paul's Institution.	St. Anthony's School.
Maduray Pillay's High School.	St. Barnabas' School.
Methodist Episcopal Girls' School.	St. Gabriel's School.
	St. Philip's School.
Lutheran Mission School.	Amer. Baptist Mission Tamil School.

In the great majority of them steady work has been carried on, and, so far as English, Second language, and Arithmetic are concerned, improvement as a rule has been secured. In the other subjects, however (Geography, Euclid, and Algebra), now necessary for a pass, the results were not satisfactory. In most schools endeavours have been made to teach these branches of the curriculum, but the efforts of the teachers were very ill-responded to by the pupils, and several schools suffered accordingly.

B.—*Secondary (Vernacular).*

The figures for the year are disappointing and tend to show how little desire there is for Secondary instruction. The passes gained (V, 79; VI, 30; and VII, 6) show a fall of 3 and 10 respectively under the first two standards and only a rise of 2 under the last. Toungoo and Thatôn districts have lost most, though the former still heads the list for number of passes. Moulmein town and Amherst district have done better than in 1897-98, as also Mergui. Tavoy shows little change. Yamèthin district so far has done little in Secondary education, and 5 Vth Standard passes against 4 in 1897-98 form the measure of its success.

CENTRAL CIRCLE.

A.—*Secondary (Anglo-Vernacular).*

There are seven Government and Municipal Anglo-Vernacular schools in this circle. The passes by the Middle School standards are this year 83, 98, and 53 respectively as compared with 95, 91, and 85 last year. The loss in passes is to be attributed to the more difficult tests now applied, Geography Euclid, and Algebra being now compulsory in all the standards, and to the failure of the Rangoon Collegiate School, Pegu Municipal School, and Government High School, Moulmein. The Government High School, Moulmein, although gaining nearly the same number of passes as last year, did not do well. The failures were too great a percentage of the number presented. In the Collegiate School the VIIth Standard was probably the most conspicuous failure, as 53 boys were promoted to it at the beginning of the term, while only 25 passed out at the end. Of the work of the Municipal School, Pegu, I can only say that it is distinctly the poorest of any school in this circle. The fault has been entirely with the staff, which has now, I am glad to say, been almost entirely replaced by new men. Paungdè, Prome, and Thayetmyo have worked satisfactorily.

The falling off in aided schools is more marked than in unaided schools, where passes fell from 72, 39, and 30 respectively to 33, 26, and 19. The transfer of St. Andrew's School, Thayetmyo, to the Municipal school list helped this. The falling off of Standards V and VI is accounted for by the stricter test alluded to above, which was applied this year for the first time. I am sorry to say that some aided School-managers did not realize that this test would be applied with any strictness. Those who did realize the change had great difficulty in making their pupils realize it. The latter, however, were considerably surprised to find that the hitherto despised subjects (Geography, Euclid, and Algebra) were taken in account in determining the results. It may be predicted with certainty that the results of next year's work will show great improvement. The falling off in Standard VII is chiefly accounted for by the serious failure of that standard in St. John's Convent, Rangoon, where the work in the lower division was anything but satisfactory.

B.—*Secondary (Vernacular).*

The total number of passes in the Central circle was this year 160 as compared with 169 last year. The greatest falling off is in the VIIth Standard in Prome, where there was only one pass this year as compared with 10 last year. Most of the Pupil Teachers passed this standard the year before last, and therefore the number of candidates last year was small.

It is worthy of note that there was not a single pass by the Middle standard in Rangoon, either during the year under report or the previous year. Pupils leave the Vernacular for the Anglo-Vernacular schools before reaching the Vth Standard.

WESTERN CIRCLE.

A.—*Secondary (Anglo-Vernacular).*

There are 11 Government and Municipal schools in the Western circle. Passes by the Middle department show a slight reduction in most cases. This is attributable to the introduction of Euclid, Algebra, and Geography as compulsory subjects. Bassein Municipal School did very good work and showed an increase of five passes on its excellent record of last year. The success of this school in the examination for Middle English scholarships is evidence of the high standard of work attained. Akyab Municipal School shows a decrease of four passes by Standard VII, but the work done in other standards was good, and the comparative failure of Standard VII was, I believe, due to unavoidable changes of staff.

At Sandoway, Yandoon, and Myanaung the Municipal schools have, I regret to say, failed to show anything like satisfactory work. The attention of the Municipality has in each case been directed to the state of affairs, and the evils have been remedied by changes in the staff. The Municipal School at Ma-ubin also shows a large falling off in the number of passes gained. For this the Head Master is to blame, who seems to have taken no serious notice of the orders making Euclid and Algebra compulsory.

There is a similar falling off in passes gained by Aided schools, but the average decrease is less than one pass per school. Many schools show an improvement on last year's figures, in spite of the rule by which a pass in three "optional" subjects was made necessary for promotion. The American Baptist Mission Burmese School at Bassein and Henzada, the Diocesan Boys' and Diocesan Girls' Schools in Rangoon, and the Baptist College, Rangoon, have all done good work and progressed. St. John's College, Rangoon, did not reach last year's total, the decrease being seen in Standard V. In Standards VI and VII there was a slight increase. The work done, except in Standard VII, was of very high quality.

B.—*Secondary (Vernacular).*

In the Arakan division there were 38 passes last year; 40 passes this year. A loss of two passes by Standard VII in Akyab was more than compensated by an increase of three in Sandoway. Kyaukpyu has four passes by Standard VI as compared with none last year.

Irrawaddy division has improved slightly, showing 140 passes this year against 137 last year. In Bassein there are fewer passes by Standards V and VI. In Thôngwa there are no passes by Standard VII; last year there were four. Henzada shows an increase in Standards V and VI, though there are again no passes by Standard VII. Myaungmya has improved in every standard. The number of Middle schools is very small, and the number of passes liable to fluctuations. The statistics of Middle schools are very much less reliable as a criterion of educational progress than those of the Primary schools.

NORTHERN CIRCLE.

A.—*Secondary (Anglo-Vernacular).*

The number of passes gained by Standard VII has slightly decreased owing to a smaller number being presented. Good results were obtained as last year, and in many cases high marks were obtained. This year Euclid, Algebra, and Geography in Anglo-Vernacular schools were for the first time compulsory for a

pass, and this naturally tended to lower the average percentage of passes. The work in the Middle standards of Anglo-Vernacular schools has improved and will continue to do so. The average staff is still poor and far below what it should be. A great amount of work in many schools falls on the Superintendent and, but for the energy displayed by certain Superintendents, the result would be poorer. At the same time many teachers have worked with energy. Though the average staff is poor, we still have secured many more than our share of the Anglo-Vernacular scholarships. We hope that the formation of evening classes for teachers will result in their efficiency being raised. These classes are for the purpose of preparing teachers for the Calcutta Entrance Examination and the Secondary Grade Teachers' Test.

Middle schools have decreased by one owing to the grade of Maung Shwe Thin's Anglo-Vernacular School, Mandalay, being reduced to Standard IV. There has, as last year, been marked progress. The number of passes gained has increased 11 per cent. The average percentage of passes in the Middle standards for all schools in the Northern circle is 81. Twenty per cent. of those presented for Middle English scholarships from the whole of Burma were successful. Sixty-one per cent. of those presented from the Northern circle were successful. Of the eight who obtained scholarships, some were high up the list.

St. Joseph's Convent, Mandalay, shows progress. Two scholarships fall to this school. The American Baptist Mission Eurasian Girls' School should have done better.

The S. P. G. Royal School, Mandalay, has retrograded somewhat, but, as last year, Standard VII did very well. Out of four presented three obtained scholarships. The merit grant "fair" was awarded. The Wesleyan Mission Boys' School, Mandalay, on the whole did well and earned the merit grant "good." Standard VII did badly. The Inspector's remarks on this standard in July should have received more attention.

The American Baptist Mission Boys' School, Mandalay, has done another year's good work and again earns the merit grant "good." Two scholarships fall to this school.

St. Peter's Roman Catholic Mission School, Mandalay, shows progress. Drill is exceptionally good. The merit grant "good" was awarded.

St. Xavier's Roman Catholic Mission Tamil School, Mandalay, also shows good progress and earns for the first time the merit grant "good."

The American Baptist Mission Shan and Burmese School, Bhamo, did well earning the merit grant "good."

All Saints' S. P. G. Shwebo earns the merit grant "good." Standard VII should have done better. One scholarship falls to this school.

The Town School, Sagaing, shows some progress and earns the merit grant "good."

The Wesleyan Mission School, Mônywa, did extremely well and earned the merit grant "good." We hope to see those who pass by Standard VII joining the Wesleyan Mission High School, Mandalay.

The Wesleyan Mission School, Kyaukse, shows small progress. The American Baptist Mission School, Myingyan, has done another year's good work. The discipline is excellent. The merit grant "good" is awarded.

The Wesleyan Mission School, Pakôkku, shows a falling off in the number of passes gained. This is due to Algebra, Euclid, and Geography being taught for the first time this year, and being now compulsory for a pass.

The difficulty of procuring good teachers in this circle is keenly felt by Superintendents, especially those outside Mandalay town. Teachers from Lower Burma will not come to Upper Burma even on higher pay. We look to our newly started High schools to supply this want. At the same time the work done by existing staffs would be much better, if "preparation for teaching" by each member of a staff were insisted on by the Superintendents.

B.—*Secondary (Vernacular).*

There has been some progress in Vernacular Middle schools. The number of passes gained has slightly increased. The passes gained by Pupil Teachers and

Normal pupils are not included in the figures for the year under report, or the increase would have been greater.

The following schools contribute chiefly to the passes gained by Middle Standards :—

U Thila's, Sagaing.
The American Baptist Girls' School, Mandalay.
U Meda's School, Pakôkku.
Maung Chit Su's School, Alôn.
U Pandi's School, Kyauksè, and
Maung Gale's School, Mandalay Town.

We shall have more marked progress in Middle schools when the prescribed text-books in Geography and Arithmetic for these standards are ready. Maps of North and South America and Europe are also much needed.

33. The following tables show the attendance and expenditure in Government and aided schools of Secondary instruction :—

Class of institution.	Number of schools.	Number of pupils on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure		
					From Government funds.	From all other sources.	Total.
A.—Boys.					Rs.	Rs.	Rs.
High English.							
Maintained by the department	2	913	932	817	23,303	37,362	60,665
Maintained by Municipal Boards.	3	813	755	673	20,043	21,086	41,129
Aided under the Grant-in-aid Rules.	10	2,936	2,738	2,485	39,265	99,526	1,38,791
Total ...	15	4,662	4,425	3,975	82,611	1,57,974	2,40,585
Middle English.							
Maintained by the department	1	103	103	86	4,246	1,891	6,137
Maintained by Municipal Boards.	15	1,736	1,714	1,498	42,943	34,360	77,303
Aided under the Grant-in-aid Rules.	42	4,011	3,927	3,399	59,627	1,08,895	1,68,522
Total ...	58	5,850	5,744	4,983	1,05,816	1,45,146	2,51,962
Middle Vernacular.							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	..	...
Aided under the Grant-in-aid Rules.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	191	12,219	12,219	12,219	49,868	...	49,868
Total ...	191	12,219	12,219	12,219	49,868	...	49,868
Grand Total ...	264	22,731	22,388	21,177	2,39,295	3,03,120	5,42,415
B.—Girls.							
High English.							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules.	6	1,008	941	818	24,137	49,234	73,371
Total ...	6	1,008	941	818	24,137	49,234	73,371

Class of institution.	Number of schools.	Number of pupils on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure		
					From Government funds.	From all other sources.	Total.
					Rs.	Rs.	Rs.
Middle English.							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules.	7	489	453	383	11,920	18,191	30,111
Total ...	7	489	453	383	11,920	18,191	30,111
Middle Vernacular.							
Maintained by the department	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	20	1,270	1,270	1,270	4,026	...	4,026
Total ...	20	1,270	1,270	1,270	4,026	...	4,026
GRAND TOTAL ...	33	2,767	2,664	2,471	40,083	67,425	1,07,508

SECTION V.

PRIMARY EDUCATION.

34. The following statement gives the statistics of Primary schools, including pupils in the Primary departments of Middle and High schools, for the last two years:—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed.							
					Upper Primary Standards III and IV.				*Lower Primary Standards I and II.*			
					1897-98.	1898-99.			1897-98.	1898-99.		
	1897-98.	1898-99.	1897-98.	1898-99.		Boys.	Girls.	Total.		Boys.	Girls.	Total.
Public schools under public management.	21	22	2,141	2,217	677	677	...	677	742	768	4	772
Public schools under private management.	88	90	6,952	7,435	1,857	1,486	294	1,780	2,520	2,105	452	2,557
Indigenous schools—												
Burmese	4,221	3,855	109,709	108,075	4,044	3,482	599	4,081	26,300	19,728	5,397	25,125
Karen	501	531	15,107	15,277	1,238	866	427	1,293	4,745	2,662	1,506	4,168
Mahomedan	55	56	1,805	1,437	9	13	1	14	175	129	23	152
Tamil	51	43	1,307	1,261	80	61	27	88	304	271	76	347
Kachin	1	1	45	45	9	8	3	11	18	17	3	20
Chin	1	6	65	122	4	16	2	18	21	40	14	54
Talaing	13	36	532	882	...	...	...	...	...	90	...	90
Total ...	4,952	4,640	137,663	136,751	7,918	6,609	1,353	7,962	34,915	25,810	7,475	33,285

Under the head Public schools under public management there is an increase of one school and of 76 pupils. Public schools under private management show an increase of two, and in attendance of 483 pupils.

Under Indigenous schools, *Burmese* schools show a decrease of 366, and in attendance of 1,634.

Karen schools have increased by 30 and by 170 in attendance.

Mahomedan schools have increased by one, but the attendance has fallen by 368.

Tamil have fallen in number and in attendance by 8 and 46 respectively.

Kachin remain the same.

Chin schools have increased by 5 and the attendance by 57.

Talaing have increased by 23 in number and by 350 in attendance.

Full details will be found further on in this section on both the Anglo-Vernacular and Vernacular schools.

35. The following paragraphs give the details of the schools in each division :—

A.—NON-INDIGENOUS SCHOOLS.

Arakan Division.

Full passes were gained as below.

Class of institution.	FULL PASSES. 1897-98.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.			
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	52	...	52	47	...	47	72	...	72	33	...	33	204	...	204
In Registered Grant-in-aid schools.	3	2	5	6	3	9	5	1	6	...	11	11	14	17	31
Total ...	55	2	57	53	3	56	77	1	78	33	11	44	218	17	235

Class of institution.	FULL PASSES—concluded. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.			
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.	Total.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	59	...	59	59	...	59	42	...	42	43	...	43	203	...	203
In Registered Grant-in-aid schools.	20	6	26	2	5	7	2	3	5	...	...	...	24	14	38
Total ...	79	6	85	61	5	66	44	3	47	43	...	43	227	14	241

There is a slight increase in the number of passes, which would be larger but for a curious decline in passes by Standard III in all three Municipal schools in this division, which neutralizes the gains in other standards. An Anglo-Vernacular department has been opened in connection with the American Baptist Mission Chin School, Sandoway, and passed 21 pupils by Standard I.

Pegu Division.

Full passes were gained as below :—

Class of institution.	FULL PASSES. 1897-98.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.			
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	91	...	91	120	...	120	119	...	119	56	...	56	386	...	386
In Registered Grant-in-aid schools.	621	117	738	507	105	612	424	80	504	371	58	429	1,923	360	2,283
Total ...	712	117	829	627	105	732	543	80	623	427	58	485	2,309	360	2,669

Class of institution.	Full passes—concluded. 1898-99. Lower Primary. I. Boys.	I. Girls.	Total.	II. Boys.	II. Girls.	Total.	III. Boys.	III. Girls.	Total.	Upper Primary. IV. Boys.	IV. Girls.	Total.	Total. Boys.	Total. Girls.	Total.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	62	...	62	104	...	104	81	...	81	91	...	91	338	...	338
In Registered Grant-in-aid schools.	585	133	718	547	116	663	456	80	536	246	39	285	1,828	374	2,202
Total ...	647	133	780	651	110	767	531	80	617	337	39	376	2,166	374	2,540

Among Government and Municipal schools passes fell by every standard except the fourth. In Standard III no pupils were promoted in the Municipal school at Pegu on account of the very poor work done.

Among the aided schools the best work has been done by the American Baptist Mission School, Zigôn, which has reached a high state of efficiency; the Empress Victoria Buddhist Girls' School, which has improved greatly, and St. John's Convent, Rangoon, the Karen School, Tharrawaddy, and St. Mary's School, Rangoon, have in the lower standards done good work.

The Diocesan Boys' and Diocesan Girls' Schools show results very similar to those of last year. The American Baptist Mission Karen School at Alôn has done good work with little variation in numerical results. The Baptist College shows a very satisfactory increase of 25 per cent. in Primary passes. St. Michael's S. P. G. School at Kemmendine has made great progress. Passes by the Primary department increased by nearly 60 per cent. The Madrasa Islamia School is weaker than last year, especially in Standard IV; this is an ill-managed, inefficient school.

The Methodist Episcopal Girls' School in its Primary department has secured just about the same number of full passes. The standard of efficiency, however, has been raised, but should be much higher.

St. Paul's High School shows progress. Full passes have increased, while teaching is becoming more systematic and thorough.

In St. Gabriel's Tamil School full passes have fallen by nearly 50 per cent., the loss being chiefly in Standards I, III, and IV. This school needs closer attention, and firmer and more thorough supervision. The teachers are poorly qualified and imperfectly supervised.

Maduray Pillay's School has not done well. Full passes show heavy decreases in Standards I, II, and III; Standard IV has not improved. These primary classes need very close and careful supervision.

St. Barnabas' S. P. G. School has been left in the hands of young, inexperienced teachers. The falling off in full passes and general efficiency is in no way surprising. This is an ill-managed school, and has been so for two or three years past.

The Lutheran Mission School makes little progress. It appears to need closer and more energetic supervision.

Irrawaddy Division.

Full passes were gained as below:—

Class of institution.	Full passes. 1898-99. Lower Primary. I. Boys.	I. Girls.	Total.	II. Boys.	II. Girls.	Total.	III. Boys.	III. Girls.	Total.	Upper Primary. IV. Boys.	IV. Girls.	Total.	Total. Boys.	Total. Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	105	...	105	141	...	141	125	...	125	93	..	93	464	...	464
In Registered Grant-in-aid schools.	64	33	97	116	25	141	124	25	149	15	15	30	319	98	417
Total ...	169	33	202	257	25	282	249	25	274	108	15	123	783	98	881

Class of institution.	FULL PASSES—concluded. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.			
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.	Total.
1	17	18	19.	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	114	3	117	119	...	119	124	...	124	82	...	82	439	3	442
In Registered Grant-in-aid schools.	70	31	101	82	29	111	100	34	134	98	30	128	350	124	474
Total ...	184	34	218	201	29	230	224	34	258	180	30	210	789	127	916

Government and Municipal schools show a reduction in number of passes. For this the Municipal schools at Ngathainggyaung, Myanaung, Henzada, and Myaungmya are responsible, other schools showing increases. Except in the case of the first-mentioned school, the decline is probably a temporary check, due to change of Head Masters and other similar causes connected with the internal management, and also to greater strictness in the conduct of examinations by the Head Masters themselves.

Grant-in-aid schools show a slight decrease also. The American Baptist Mission Sgau-Karen Schools at Bassein and Henzada, and in a less degree the American Baptist Mission Burmese School at Bassein, are responsible for the decrease. In all three schools there have been exceptional difficulties during the past year. But here again extensive pruning has been done, greater strictness in the conduct of examinations in Standards I to III has been exercised, and in spite of the decline in numerical results there is no doubt that all three schools, especially the last named, are in a healthier condition than last year. The other schools have improved in number of passes.

Tenasserim Division.

Full passes were gained as below:—

Class of institution.	FULL PASSES. 1897-98.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.			
	Boys.	Girls		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	92	...	92	77	...	77	92	...	92	65	...	65	326	...	326
In Registered Grant-in-aid schools.	210	35	245	184	53	237	174	40	214	99	35	134	667	163	830
Total ...	302	35	337	261	53	314	266	40	306	164	35	199	993	163	1,156

Class of institution.	FULL PASSES—concluded. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.			
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.	Total.
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	98	...	98	108	1	109	85	...	85	62	...	62	353	1	354
In Registered Grant-in-aid schools.	200	59	259	231	42	273	185	48	233	96	25	121	712	174	886
Total ...	298	59	357	339	43	382	270	48	318	158	25	183	1,065	175	1,240

Schools in this division show little change as to number. There are, as in 1897-98, five Government institutions, but schools registered under the Grant-in-

aid Rules are now 16 instead of 15, the Methodist School, Thandaung, having been placed on the list and examined.

Gauged by the number of full passes gained, both classes have made progress, Government and Municipal schools showing an increase of 28 and Grant-in-aid schools of 56 passes.

Mandalay Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes. 1897-98.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	...	...	...	...	...	...	...	...	..	.	...	...	...	...	...
In Registered Grant-in-aid schools.	97	8	105	85	12	97	52	10	62	62	12	74	296	42	338
Total ...	97	8	105	85	12	97	52	10	62	62	12	74	296	42	338

Class of institution.	Full passes—concluded. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
In Registered Grant-in-aid schools.	97	16	113	97	8	105	97	13	110	57	9	66	348	46	394
Total ...	97	16	113	97	8	105	97	13	110	57	9	66	348	46	394

The number of passes gained by the Lower and Upper Primary standards has increased 17 per cent. in spite of Geography being now compulsory in both Standards III and IV. Schools have increased in efficiency.

Of the 10 Primary Schools in this division five earned the merit grant "Good," and two the merit grant "Fair."

One notices that few of the teachers who have passed the Teachership Examinations put into practice what they have learnt: this is due to lax supervision by the Head Master. "Preparation for teaching" should be insisted on in every school. Schools suffer from a want of energetic and effective supervision.

Sagaing Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes. 1897-98.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
In Registered Grant-in-aid schools.	21	...	21	35	...	35	28	...	28	0	...		114	...	114
Total ...	21	...	21	35	...	35	28	...	28	0	...	0	114	...	114

Class of institution.	FULL PASSES—concluded. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In Registered Grant-in-aid schools.	14	...	14	20	...	20	38	...	38	25	...	25	97	...	97
Total ...	14	..	14	20	...	20	38	...	38	25	...	25	97	...	97

The number of schools remains the same as last year. Passes have decreased from 114 to 97, due to fewer candidates being presented.

Minbu Division.

The number of full passes gained was as follows :—

Class of institution.	FULL PASSES. 1897-98.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	6	...	6	11	...	11	12	...	12	10	...	10	39	...	39
In Registered Grant-in-aid schools.	31	1	32	41	4	45	25	2	27	15	...	15	112	7	119
Total ...	37	1	38	52	4	56	37	2	39	25	...	25	151	7	158

Class of institution.	FULL PASSES—concluded. 1898-99.														
	Lower Primary.						*Upper Primary.*						*Total.*		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	20	...	20	25	...	25	29	...	29	38	...	38	112	...	112
In Registered Grant-in-aid schools.	35	1	36	30	1	31	28	2	30	13	2	15	106	6	112
Total ...	55	1	56	55	1	56	57	2	59	51	2	53	218	6	224

Anglo-Vernacular education in this division continues to progress in every respect.

St. Andrew's S. P. G. School, Thayetmyo, which became the Municipal school at the beginning of the year, still remains a Municipal institution. It is increasing in popularity and, when it is provided with a proper building, will develop into a very good school. Three of the schools are graded as Primary, the other two as Secondary. The Secondary schools are the Municipal School, Thayetmyo, and the Government School, Minbu. Both are doing very good work. The Anglo-Vernacular School, Sinbyugyun, under Mr. Theophilus, earned the merit grant "Excellent" during the year. The people of the town do not recognize the value of this school sufficiently. It is possible that it will be moved to Salin, where the people are anxious for a school and are prepared to support one.

Passes by the Lower Primary standards have increased from 94 to 112 and by the Upper Primary from 64 to 112. This is satisfactory.

Meiktila Division.

The number of passes gained was as follows:—

FULL PASSES.

1897-98.

Class of institution.	Lower Primary.						Upper Primary.						Total.		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
In Government and Municipal schools.	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
In Registered Grant-in-aid schools.	53	3	56	42	3	45	31	2	33	20	1	21	146	9	155
Total ...	53	3	56	42	3	45	31	2	33	20	1	21	146	9	155

FULL PASSES—concluded.

1898-99.

Class of institution.	Lower Primary.						Upper Primary.						Total.		
	I.		Total.	II.		Total.	III.		Total.	IV.		Total.	Boys.	Girls.	Total.
	Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.				
1	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In Registered Grant-in-aid schools.	36	4	40	39	1	40	34	3	37	17	...	17	126	8	134
Total ...	36	4	40	39	1	40	34	3	37	17	...	17	126	8	134

The number of schools in this division has decreased by one, due to the closing of the Anglo-Vernacular School, Pagan, for want of support. The number of

passes gained has decreased from 155 to 134, due to the number presented from the American Baptist Mission School, Myingyan, being less than last year.

The E. W. M. Boys' School, Kyauksè, is weak. It is badly housed, poorly equipped, has a poor staff, and is not supervised. I fail to see the use of keeping this school on the register. If a European Superintendent resided at Kyauksè and a boarding-house were opened, the school might succeed.

The American Baptist Mission School, Myingyan, continues to do excellent work. The staff needs strengthening. The Superintendent has too much to do. The school stands second in Drill in the Northern circle.

The Yamèthin district contains three Anglo-Vernacular schools, namely, the Railway School and St. Joseph's Roman Catholic Mission School at Yamèthin and the American Baptist Mission School at Pyinmana.

The first-named, though registered to the VII Standard, is very small, but apparently meets the present needs of the railway employés of the neighbourhood. Only about a dozen or 15 children have attended of late and, when last examined, the passes were Standard I, 5; Standard II, 1; Standard III, 3. The school is, however, none the less carefully managed by Mrs. Davidson, the teacher in charge.

The IVth Standard Roman Catholic Mission School of St. Joseph's at Yamèthin worked to the IVth Standard only, and has so far been anything but successful, only reaching Standard III this year. Imperfect management and constant changes in the teaching staff have combined to militate against good work. This is much to be regretted as there is little doubt that a *good* school would be well supported by the people of the town.

The American Baptist Mission School at Pyinmana has been carried on with considerable vigour and shows some improvement.

Statistical Summary of Indigenous Burmese Schools

Division	District	Class of institution	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year	Brought on the inspection list during the year	Withdrawn from the inspection list	At the close of the year	Attendance: Boys	Girls	Total	Number of schools	Attendance: Boys	Girls	Detail of column 11: Aided schools retained on the list	New schools registered during the year	Schools transferred from unaided list	Schools transferred from private list	AIDED Number of Middle School Examination (Standards V, VI, & VII): Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arakan.	Akyab	Monastic ...	75	49	12	112	3,122	...	3,122	93	2,627	...	40	14	17	22	1	..
		Lay ...	21	6	4	23	626	253	879	21	617	210	15	2	1	3	18	...
		Total ...	96	55	16	135	3,748	253	4,001	114	3,244	210	55	16	18	25	19	...
	Northern Arakan.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic ...	40	18	5	53	1,001	...	1,001	30	615	...	20	3	1	6	...	...
		Lay ...	5	1	2	4	133	37	170	3	126	34	3	...	...	...	11	...
		Total ...	45	19	7	57	1,134	37	1,171	33	741	34	23	3	1	6	11	...
	Sandoway	Monastic ...	12	2	4	10	227	...	227	9	217	...	7	...	1	1	...	...
		Lay ...	16	4	3	17	384	118	502	17	384	118	13	4	...	...	15	2
		Total ...	28	6	7	27	611	118	729	26	601	118	20	4	1	1	15	2
Pegu.	Rangoon Town.	Monastic ...	14	4	7	11	244	...	244	9	201	...	5	3	...	1	...	...
		Lay ...	53	19	16	56	1,719	1,092	2,811	39	1,235	802	35	4	...	...	...	30
		Total ...	67	23	23	67	1,963	1,092	3,055	48	1,436	802	40	7	...	1	..	30
	Hanthawaddy	Monastic ...	246	25	16	255	5,961	...	5,961	98	2,823	...	72	8	10	8	1	...
		Lay ...	107	36	37	106	1,983	1,484	3,467	82	1,749	1,235	54	28	...	...	7	...
		Total ...	353	61	53	361	7,944	1,484	9,428	180	4,572	1,235	126	36	10	8	8	...
	Pegu	Monastic ...	50	17	2	65	2,210	...	2,210	47	1,833	...	36	5	...	6	4	...
		Lay ...	78	20	29	69	2,187	1,220	3,407	63	2,133	1,137	49	14	...	...	18	2
		Total ...	128	37	31	134	4,397	1,220	5,617	110	3,966	1,137	85	19	...	6	22	2
	Tharrawaddy	Monastic ...	50	3	11	42	1,348	...	1,348	33	1,160	...	31	2	...	...	...	...
		Lay ...	54	7	17	44	1,520	583	2,103	37	1,385	510	31	6	...	...	30	2
		Total ...	104	10	28	86	2,868	583	3,451	70	2,545	510	62	8	...	...	30	2
	Prome	Monastic ...	54	10	10	54	1,825	1	1,826	54	1,825	1	44	3	...	7	7	...
		Lay ...	31	2	5	28	1,217	563	1,780	28	1,217	563	26	2	...	...	24	1
		Total ...	85	12	15	82	3,042	564	3,606	82	3,042	564	70	5	...	7	31	1
Irrawaddy.	Bassein	Monastic ...	37	13	7	43	1,397	116	1,513	38	1,355	91	28	7	...	3	21	...
		Lay ...	30	11	8	33	1,092	387	1,479	29	949	357	23	6	...	...	10	...
		Total ...	67	24	15	76	2,489	503	2,992	67	2,304	448	51	13	...	3	31	...
	Thôngwa	Monastic ...	160	...	5	155	3,150	22	3,172	33	1,148	22	33	...	...	...	5	...
		Lay ...	76	9	17	68	1,866	985	2,851	60	1,733	888	50	9	1	...	17	...
		Total ...	236	9	22	223	5,016	1,007	6,023	93	2,881	910	83	9	1	...	22	...
	Myaungmya	Monastic ...	132	4	4	132	2,996	...	2,996	35	1,382	...	29	2	3	1	18	...
		Lay ...	47	4	16	35	861	494	1,355	21	643	346	15	3	3	...	...	...
		Total ...	179	8	20	167	3,857	494	4,351	56	2,025	346	44	5	6	1	18	...
	Henzada	Monastic ...	100	11	37	74	2,592	...	2,592	57	2,213	...	50	3	...	4	3	...
		Lay ...	48	6	12	42	1,174	705	1,879	35	1,076	645	32	3	...	...	13	...
		Total ...	148	17	49	116	3,766	705	4,471	92	3,289	645	82	6	...	4	16	...
Tenasserim.	Moulmein	Monastic ...	23	...	1	22	490	...	490	22	490	...	22	...	...	...	17	...
		Lay ...	27	...	7	20	611	466	1,077	20	611	466	20	...	...	...	5	15
		Total ...	50	...	8	42	1,101	466	1,567	42	1,101	466	42	...	...	...	22	15
	Amherst	Monastic ...	40	4	3	41	1,903	...	1,903	41	1,903	...	37	3	...	1	11	...
		Lay ..	25	6	9	22	611	291	902	22	611	291	16	4	...	2	8	2
		Total ...	65	10	12	63	2,514	291	2,805	63	2,514	291	53	7	...	3	19	2
	Thatôn	Monastic ...	45	5	6	44	1,388	...	1,388	29	1,106	...	24	1	3	1	1	...
		Lay ...	36	6	10	32	1,027	651	1,678	25	930	569	21	4	...	...	5	...
		Total ...	81	11	16	76	2,415	651	3,066	54	2,036	569	45	5	3	1	6	...
	Tavoy	Monastic ...	14	2	3	13	511	...	511	13	511	...	10	...	1	2	...	...
		Lay ...	37	16	27	26	624	306	930	26	624	306	9	...	1	16	11	...
		Total ...	51	18	30	39	1,135	306	1,441	39	1,135	306	19	...	2	18	11	...
	Mergui	Monastic ...	18	13	10	21	697	...	697	20	689	...	6	...	1	13	...	...
		Lay ...	10	1	4	7	288	187	475	6	283	180	5	...	...	1	9	1
		Total ...	28	14	14	28	985	187	1,172	26	972	180	11	...	1	14	9	1
	Toungoo	Monastic ...	61	6	1	66	2,045	...	2,045	39	1,306	...	35	4	...	...	...	...
		Lay ...	22	7	4	25	827	465	1,292	18	713	383	13	4	...	2	1	...
		Total ...	83	13	5	91	2,872	465	3,337	57	2,019	383	47	8	...	2	1	...
	Salween	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1898-99	Monastic ...	1,171	186	144	1,213	33,107	139	33,246	700	23,404	114	520	58	37	76	89	...
		Lay ...	723	161	227	657	18,750	10,287	29,037	552	17,019	9,040	429	93	6	24	202	55
		Total ...	1,894	347	371	1,870	51,857	10,426	62,283	1,252	40,423	9,154	958	151	43	100	291	55
	For 1897-98 ...	.....	1,852	301	259	1,894	51,421	10,626	62,047	1,270	40,022	9,648	...	...	...	...	311	56
	For 1898-99	Increase ...	42	46	112	...	436	...	236	...	401	...	...	...	...	...	...	...
		Decrease ...	...	...	...	24	...	200	...	18	...	534	...	...	...	...	20	1

for the official year ending the 31st March 1899.

INSTITUTIONS.

PUPILS WHO HAVE PASSED				DIRECT EXPENDITURE FROM PUBLIC FUNDS.							UNAIDED INSTITUTIONS.									
Upper Primary Examination (Standards III & IV).		*Lower Primary Examination (Standards I & II).*		Provincial funds.	Local Cess funds.	Municipal funds.	Total.	*Detail of amount in column 27.*			Number of schools.	ATTENDANCE.		DETAIL OF COLUMN 31.				Number of aided public schools abolished.	Number of unaided public schools abolished.	Percentage of aided schools to total aided and unaided schools.
								Results grants.	Salary grants.	Miscellaneous.		Boys.	Girls.	Unaided schools retained on the list.	New schools registered during the year.	Schools transferred from aided list.	Schools transferred from private list.			
Boys.	Girls.	Boys.	Girls.																	
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.										
35	...	468	...	...	6,425	1,375	7,800	3,275	4,525	...	19	495	...	5	2	1	11	1	4	83·04
59	5	146	61								2	9	43	...	1	1	...	3	...	91·30
94	5	614	61	...	6,425	1,375	7,800	3,275	4,525	...	21	504	43	5	3	2	11	4	4	84·44
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	...	212	...	...	2,370	82	2,452	688	1,764	...	23	386	...	12	1	2	8	3	1	56·60
14	1	28	12								1	7	3	...	1	...	...	2	...	75·00
29	1	240	12	...	2,370	82	2,452	688	1,764	...	24	393	3	12	2	2	8	5	1	57·89
5	...	81	...	...	1,913	1,044	2,957	1,795	1,162	...	1	10	...	...	...	...	1	3	...	90·00
55	8	168	47								...	...	...	..	...	...	...	3	...	100·00
60	8	249	47	...	1,913	1,044	2,957	1,795	1,162	...	1	10	...	...	...	...	1	6	...	96·30
4	...	118	...	5,845	...	...	5,845	5,315	530	...	2	43	...	1	...	1	...	1	...	81·82
71	54	439	277								17	484	290	1	13	1	2	10	6	69·64
75	54	557	277	5,845	...	...	5,845	5,315	530	...	19	527	290	2	13	2	2	11	6	71·64
94	...	1,016	...	...	12,054	...	12,054	8,143	3,911	...	157	3,138	...	139	8	9	1	4	6	38·43
84	14	651	493								24	234	249	13	8	3	...	21	14	77·36
178	14	1,667	493	...	12,054	...	12,054	8,143	3,911	...	181	3,372	249	152	16	12	1	25	20	49·86
100	...	707	...	...	10,730	1,135	11,865	9,463	2,402	...	18	377	...	...	1	12	5	1	...	72·31
163	28	880	444								6	54	83	...	6	..	...	29	...	91·30
263	28	1,587	444	...	10,730	1,135	11,865	9,463	2,402	...	24	431	83	...	7	12	5	30	...	82·09
29	...	428	...	...	5,383	2,220	7,603	5,595	2,008	...	9	188	...	7	1	1	...	1	2	78·57
128	17	517	182								7	135	73	2	1	4	..	15	2	84·09
157	17	945	182	...	5,383	2,220	7,603	5,595	2,008	...	16	323	73	9	2	5	...	16	4	81·40
76	...	609	1	120	5,574	6,479	12,173	8,396	3,777	..	...	...	...	...	...	...	...	2	4	100·00
100	30	444	177								...	...	...	...	...	...	...	3	...	100·00
182	30	1,053	178	120	5,574	6,479	12,173	8,396	3,777	...	...	...	...	...	...	...	...	5	4	100·00
107	...	427	32	...	6,250	2,699	8,949	4,685	4,264	...	5	42	25	...	3	1	1	6	...	88·37
61	4	397	119								4	143	30	...	4	...	...	4	...	87·88
168	4	734	151	...	6,250	2,699	8,949	4,685	4,264	...	9	185	55	...	7	1	1	10	...	88·16
82	...	366	1	...	10,050	3,046	13,096	8,664	4,432	..	122	2,002	...	96	...	26	...	2	...	21·29
110	17	589	283								8	133	97	4	...	4	...	17	...	88·24
192	17	955	284	...	10,050	3,046	13,096	8,664	4,432	...	130	2,135	97	100	...	30	...	19	...	41·70
86	...	309	...	...	6,521	520	7,041	4,002	3,039	...	97	1,014	...	90	1	6	...	...	4	26·52
29	2	203	91								14	218	148	11	1	2	...	4	12	60·00
115	2	602	91	...	6,521	520	7,041	4,002	3,039	...	111	1,832	148	101	2	8	...	4	16	33·53
76	...	804	...	...	7,720	4,746	12,475	8,629	3,846	...	17	370	...	10	1	3	3	3	4	77·03
60	10	473	238								7	98	60	4	2	...	1	2	2	83·33
136	10	1,367	238	...	7,720	4,746	12,475	8,629	3,846	...	24	477	60	14	3	3	4	5	6	79·31
56	...	163	...	5,030	...	...	5,030	4,048	982	...	...	...	...	...	...	...	...	...	...	100·00
44	40	204	124								...	...	...	...	...	...	...	6	...	100·00
100	40	367	124	5,030	...	...	5,030	4,048	982	...	...	...	...	...	...	...	...	6	...	100·00
186	...	621	...	...	6,267	58	6,325	3,913	2,412	...	...	...	...	...	...	...	...	...	...	100·00
53	11	176	113								...	...	...	...	...	...	...	5	...	100·00
239	11	797	113	...	6,267	58	6,325	3,913	2,412	...	...	...	...	...	...	...	...	5	...	100·00
88	...	414	...	...	6,261	667	6,928	4,728	2,200	...	15	282	...	12	3	...	...	4	1	65·91
39	7	326	171								7	97	82	4	2	1	...	4	2	78·12
127	7	740	171	...	6,261	667	6,928	4,728	2,200	...	22	379	82	16	5	1	...	8	3	71·05
11	...	117	...	...	3,016	2,083	5,099	3,143	1,956	...	...	...	...	..	...	...	...	...	2	100·00
50	10	178	79								...	...	...	...	...	...	...	6	9	100·00
61	10	295	79	...	3,016	2,083	5,099	3,143	1,956	...	...	...	...	...	...	...	...	6	11	100·00
35	...	199	...	...	1,410	2,258	3,668	2,460	1,208	...	1	8	...	1	...	...	...	2	5	95·24
43	16	110	54								1	5	7	1	...	...	...	1	2	85·71
78	16	309	54	...	1,410	2,258	3,668	2,460	1,208	...	2	13	7	2	...	...	...	3	7	92·86
47	...	431	...	...	3,239	1,662	4,901	3,177	1,724	..	27	739	...	25	...	...	2	...	1	59·09
44	15	233	104								7	114	82	6	...	...	1	4	...	72·00
91	15	664	104	...	3,230	1,662	4,901	3,177	1,724	...	34	853	82	31	...	...	3	4	1	62·64
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
1,132	...	7,070	34	10,995	...	...	...	...	...	...	513	9,703	25	338	21	62	32	33	14	57·71
1,213	289	6,072	3,009		95,192	30,074	1,35,261	90,119	46,142	...	105	1,731	1,247	46	39	16	4	139	49	84·02
2,345	289	13,742	3,103	10,995	95,192	30,074	1,36,261	90,119	46,142	...	618	11,434	1,272	444	60	78	36	172	83	66·95
2,395	322	14,064	3,418	7,513	100,881	41,455	1,49,849	96,800	53,049	...	624	11,399	938	...	...	...	...	...	...	67·05
...	...	...	...	3,482	...	...	..	...	...	...	...	35	334	...	...	...	...	...	...	...
50	33	1,222	315	...	5,689	11,381	13,588	6,681	6,907	...	6	...	...	...	...	...	...	...	...	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of Institution.	SCHOOLS UNDER INSPECTION.													AIDED	
			NUMBER OF INSTITUTIONS.				ATTENDANCE.				ATTENDANCE.		DETAIL OF COLUMN 11.				NUMBER
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.	Number of schools.	Boys.	Girls.	Aided schools retained on the list.	New schools registered during the year.	Schools transferred from unaided list.	Schools transferred from private list.	Middle school Examination (Standards V, VI & VII).	
																	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Pegu.	Hanthawaddy	Monastic	10	...	..	10	220	...	220	...	...	...	...	...	...	...	...	...
		Lay	52	4	...	56	1,286	625	1,911	38	941	465	36	2	...	...	5	...
		Total	62	4	...	66	1,506	625	2,131	38	941	465	36	2	...	...	5	...
	Pegu	Monastic	4	...	...	4	146	...	146	2	95	...	2	...	...	...	...	...
		Lay	49	3	...	52	976	700	1,676	34	718	545	33	...	1	...	10	4
		Total	53	3	...	56	1,122	700	1,822	36	813	545	35	...	1	...	10	4
	Tharrawaddy	Monastic	1	...	...	1	32	...	32	...	...	...	...	...	...	...	...	...
		Lay	29	...	1	28	706	402	1,108	25	666	375	25	...	...	...	6	6
		Total	30	...	1	29	738	402	1,140	25	666	375	25	...	...	...	6	6
Irrawaddy.	Bassein	Monastic	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
		Lay	77	17	6	88	1,231	856	2,087	84	1,204	831	71	10	...	3	1	...
		Total	77	17	6	88	1,231	856	2,087	84	1,204	831	71	10	...	3	1	...
	Thôngwa	Monastic	...	...	...	...	...	...	..	...	...	...	...	..	...	...	...	...
		Lay	82	5	22	65	1,127	707	1,834	65	1,127	707	60	5	...	...	11	5
		Total	82	5	22	65	1,127	707	1,834	65	1,127	707	60	5	...	...	11	5
	Henzada	Monastic	1	...	1	...	..	...	...	...	...	...	...	...	...	...	...	...
		Lay	54	6	18	42	767	485	1,252	42	767	485	37	5	...	...	14	12
		Total	55	6	19	42	767	485	1,252	42	767	485	37	5	...	...	14	12
	Myaungmya	Monastic	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	38	10	...	48	675	488	1,163	48	675	488	38	9	...	1	9	...
		Total	38	10	...	48	675	488	1,163	48	675	488	38	9	...	1	9	...
Tenasserim.	Amherst	Monastic	4	7	...	11	354	...	354	6	262	...	4	1	...	1	...	...
		Lay	14	4	2	16	215	123	338	14	194	114	12	2	...	...	...	...
		Total	18	11	2	27	569	123	692	20	456	114	16	3	...	1	...	..
	Thatôn	Monastic	7	15	...	22	679	...	679	10	407	...	7	2	...	1	...	...
		Lay	17	9	2	24	436	240	676	18	364	196	15	3	...	...	2	2
		Total	24	24	2	46	1,115	240	1,355	28	771	196	22	5	...	1	2	2
	Tavoy	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	..	...		...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	.	..	...	...	...	...
	Mergui	Monastic	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
	Toungoo	Monastic	...	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	60	4	...	64	1,305	717	2,022	43	1,102	572	39	4	...	...	35	12
		Total	60	4	...	64	1,305	717	2,022	43	1,102	572	39	4	...	...	35	12
	Salween	Monastic	...	...	...	..	...	...	...	...	...	...	...	.	...	...	...	...
		Lay	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1898-99	Monastic	29	22	3	48	1,431	...	1,431	18	764	...	13	3	...	2	...	...
		Lay	472	62	51	483	8,724	5,343	14,067	411	7,758	4,778	366	40	1	4	93	41
		Total	501	84	54	531	10,155	5,343	15,498	429	8,522	4,778	379	43	1	6	93	41
	For 1897-98	.....	516	51	66	501	9,768	5,570	15,338	430	8,725	5,149	...	...	...	...	81	20
	For 1898-99	Increase	...	33	...	30	387	...	160	...	...	...	...	...	...	...	12	15
		Decrease	15	...	12	...	...	227	...	7	203	371	...	...	...	...	...	...

for the official year ending the 31st March 1899.

INSTITUTIONS.											UNAIDED INSTITUTIONS.									
OF PUPILS WHO HAVE PASSED				DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		DETAIL OF COLUMN 31.						
Upper Primary Examination (Standards III and IV).		*Lower Primary Examination (Standards I and II).*		Provincial funds.	Local Cess funds.	Municipal funds.	Total.	*Detail of amount in column 27.*			Number of schools.	Boys.	Girls.	Unaided schools retained on the list.	New schools registered during the year.	Schools transferred from aided list.	Schools transferred from private list.	Number of aided public schools abolished.	Number of unaided public schools abolished.	Percentage of aided schools to total aided and unaided schools.
Boys.	Girls.	Boys.	Girls.					Results grants.	Salary grants.	Miscellaneous.										
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.										
...	...	...	...	...	5,471	...	5,471	2,231	3,240	...	10	220	...	10	...	...	...	...	...	...
81	36	234	128								18	345	160	16	2	...	...	...	...	67·86
81	36	234	128	...	5,471	...	5,471	2,231	3,240	...	28	565	160	26	2	...	...	...	...	57·58
1	...	22	...	...	4,811	...	4,811	2,693	2,118	...	2	51	...	2	...	...	...	...	...	50·00
69	47	167	131								18	258	155	12	3	3	...	...	...	65·38
70	47	189	131	...	4,811	...	4,811	2,693	2,118	...	20	309	155	14	3	3	...	...	...	64·29
...	...	...	...	...	3,624	...	3,624	2,048	1,576	...	1	32	...	1	...	...	...	...	...	...
65	28	175	99								3	40	27	3	...	...	...	1	...	89·29
65	28	175	99	...	3,624	...	3,624	2,048	1,576	...	4	72	27	4	...	...	...	1	...	86·21
...	...	...	...	...	4,680	265	4,945	4,655	290	...	...	...	...	...	...	...	...	...	...	...
160	90	466	318								4	27	25	...	4	...	...	6	...	95·45
160	90	466	318	...	4,680	265	4,945	4,655	290	...	4	27	25	...	4	...	...	6	...	95·45
...	...	...	...	...	5,851	...	5,851	3,611	2,240	...	...	...	...	...	...	...	...	...	...	...
143	57	431	255								...	...	...	...	...	...	...	22	...	100·00
143	57	431	255	...	5,851	...	5,851	3,611	2,240	...	...	...	...	...	...	...	...	22	...	100·00
...	...	...	...	...	5,607	...	5,607	3,445	2,162	...	...	...	...	..	...	...	...	1	...	...
115	52	265	172								...	...	...	...	...	...	...	18	...	100·00
115	52	265	172	...	5,607	...	5,607	3,445	2,162	...	...	...	...	...	...	...	...	19	...	100·00
...	...	...	...	...	3,647	...	3,647	2,500	1,147	...	...	...	...	...	...	...	...	...	...	...
61	42	252	144								...	...	...	...	...	...	...	..	...	100·00
61	42	252	144	...	3,647	...	3,647	2,500	1,147	...	...	...	...	...	...	...	...	.	...	100·00
4	...	66	...	...	1,167	152	1,319	887	432	...	5	92	...	...	5	...	...	...	...	54·55
14	3	84	44								2	21	9	...	2	...	...	2	...	87·50
18	3	150	44	...	1,167	152	1,319	887	432	...	7	113	9	...	7	...	...	2	...	74·07
...	...	93	...	...	2,330	309	2,639	2,099	540	...	12	272	...	...	8	...	4	...	...	45·45
40	24	130	55								6	72	44	...	6	...	...	2	...	75·00
40	24	223	55	...	2,330	309	2,639	2,099	540	...	18	344	44	...	14	...	4	2	...	60·87
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...								...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...
...	...	...	...								...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...
...	...	...	...	...	3,282	900	4,182	3,162	1,020	...	...	...	...	...	...	...	...	...	...	...
113	48	277	160								21	203	145	21	...	...	...	...	...	67·19
113	48	277	160	...	3,282	900	4,182	3,162	1,020	...	21	203	145	21	...	...	...	...	...	67·19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...								...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	...	181	...	...	40,470	1,626	42,096	27,331	14,765	...	30	667	...	13	13	...	4	3	...	37·50
801	427	2,481	1,506								72	966	565	52	17	3	...	51	...	85·09
806	427	2,662	1,505	...	40,470	1,626	42,096	27,331	14,765	...	102	1,633	565	65	30	3	4	54	...	80·79
797	441	2,983	1,762	..	34,882	2,345	37,227	33,017	4,210	...	65	1,043	421	...	...	...	...	...	...	87·03
69	...	...	...	...	5,588	...	4,869	...	10,555	...	37	590	144	...	...	...	...	...	...	...
...	14	321	256	...	...	719	...	5,686	...	...	...	...	...	...	...	...	...	...	...	6·24

Statistical Summary of Mahomedan Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	AIDED SCHOOLS. Attendance: Boys.	Girls.	Details of col. II: Aided schools retained on the list.	New schools registered during the year.	Schools transferred from unaided list.	Schools transferred from private list.	AIDED SCHOOLS. Number (Table IV, Part VII.): Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arakan...	Akyab ...	Monastic ...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
		Lay ...	18	18	7	29	591	27	618	11	242	3	8	1	1	1	...	...
		Total ...	18	18	7	29	591	27	618	11	242	3	8	1	1	1	...	...
Pegu ...	Rangoon...	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	1	...	...	1	98	14	112	1	98	14	1	...	...	...	...	...
		Total ...	1	...	...	1	98	14	112	1	98	14	1	...	...	...	...	...
Tenasserim.	Moulmein	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1898-99	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	21	18	9	30	689	41	730	12	310	17	9	1	1	1	...	...
		Total ...	21	18	9	30	689	41	730	12	310	17	9	1	1	1	...	...
	For 1897-98...	...	21	7	7	21	780	82	862	16	460	37	..	...	...	...	...	...
	For 1898-99	Increase ...	...	11	2	9	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease ...	...	...	...	...	91	41	132	4	70	20	...	...	...	...	...	...

Statistical Summary of Tamil Schools

Pegu	Rangoon...	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	22	1	1	22	591	262	853	21	541	244	17	1	3	...	...	...
		Total ...	22	1	1	22	591	262	853	21	541	244	17	1	3	...	...	...
	Hanthawaddy.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	15	3	8	10	156	11	167	10	156	11	4	3	3	...	...	...
		Total ...	15	3	8	10	156	11	167	10	156	11	4	3	3	...	...	...
Tenasserim.	Moulmein	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	14	1	6	9	169	25	194	6	126	17	5	...	...	1	...	...
		Total ...	14	1	6	9	169	25	194	6	126	17	5	...	...	1	...	...
	For 1898-99	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	51	5	15	41	916	298	1,214	37	823	272	26	4	6	1	...	...
		Total ...	51	5	15	41	916	298	1,214	37	823	272	26	4	6	1	...	...
	For 1897-98...	...	49	13	11	51	1,039	269	1,308	34	722	230	...	...	...	...	...	...
	For 1898-99	Increase ...	2	...	4	...	...	29	...	3	101	42	...	...	...	...	...	...
		Decrease ...	...	8	...	10	123	...	94	...	...	...	...	...	...	...	...	...

Statistical Summary of Talaing Schools

Tenasserim.	Amherst...	Monastic ...	9	14	...	23	505	...	505	6	171	...	...	...	6	..	...	...
		Lay ...	...	1	...	1	27	10	37	1	27	10	.	1	...	...	...	...
		Total ...	9	15	...	24	532	10	542	7	198	10	...	1	6	...	...	...
	Thatôn ...	Monastic ...	4	8	...	12	340	...	340	3	72	...	..	...	3	..	...	..
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	4	8	...	12	340	...	340	3	72	...	...	...	3	...	...	...
	For 1898-99	Monastic ...	13	22	...	35	845	...	845	9	243	...	...	...	9	...	...	...
		Lay ...	...	1	...	1	27	10	37	1	27	10	...	1	...	...	...	...
		Total ...	13	23	...	36	872	10	882	10	270	10	...	1	9	...	...	...
	For 1897-98 ..	...	...	13	...	13	532	...	532	...	...	...	...	...	...	...	...	...
	For 1898-99	Increase ...	13	10	...	23	340	10	350	10	270	10	...	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

for the official year ending the 31st March 1899.

INSTITUTIONS.											UNAIDED INSTITUTIONS.									
OF PUPILS WHO HAVE PASSED				DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		DETAIL OF COLUMN 31.						
Upper Primary Examination (Standards III and IV).		*Lower Primary Examination (Standards I and II).*		Provincial funds.	Local Cess funds.	Municipal funds.	Total.	*Detail of amount in column 27.*			Number of schools.	Boys.	Girls.	Unaided schools retained on the list.	New schools registered during the year.	Schools transferred from aided list.	Schools transferred from private schools.	Number of aided public schools abolished.	Number of unaided public schools abolished.	Percentage of aided schools to total aided and unaided schools.
Boys.	Girls.	Boys.	Girls.					Results grants.	Salary grants.	Miscellaneous.										
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.										
...	...	..	...	...	221	28	249	249	...	...	...	...	...	...	...	...	...	...	...	...
2	...	60	...								18	299	24	...	9	2	7	5	1	37·93
2	...	60	...	...	221	28	249	249	...	...	18	299	24	...	9	2	7	5	1	37·93
...	...	...	...	112	...	...	112	112	...	...	...	...	...	...	...	...	...	...	...	...
4	...	13	3								...	...	...	...	...	...	...	...	...	100·00
4	...	13	3	112	...	...	112	112	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
...	...	73	3	112	221	28	361	361	...	...	...	...	...	...	...	...	...	...	...	...
6	...										18	299	24	...	9	2	7	...	3	40·00
6	...	73	3	112	221	28	361	361	...	...	18	299	24	...	9	2	7	5	3	40·00
...	...	88	3	27	164	54	245	245	...	...	5	311	45	...	...	...	...	...	...	76·19
6	...	...	...	85	57	...	116	116	...	...	...	...	...	...	...	...	...	...	...	...
...	...	15	...	...	...	26	...	...	...	...	13	12	21	...	...	...	...	...	...	36·19

for the official year ending the 31st March 1899.

...	...	...	...	1,854	...	...	1,854	1,854	...	...	...	...	...	...	...	...	...	...	...	...
35	26	183	68								1	50	18	1	...	...	...	1	...	95·45
35	26	183	68	1,854	...	...	1,854	1,854	...	...	1	50	18	1	...	...	...	1	...	95·45
...	...	...	...	...	254	...	254	254	...	...	...	...	...	...	...	...	...	...	...	...
10	...	36	1								...	...	...	...	...	...	...	1	6	100·00
10	...	36	1	...	254	...	254	254	...	..	...	...	...	...	...	...	...	1	6	100·00
...	...	...	...	427	...	...	427	427	...	...	...	...	...	...	...	...	...	...	...	...
16	1	46	7								3	43	8	3	...	...	...	5	...	66·67
16	1	46	7	427	...	...	427	427	...	...	3	43	8	3	...	...	...	5	...	66·67
...	...	...	...	2,281	254	...	2,535	2,535	...	...	...	...	...	...	...	...	...	..	...	...
61	27	265	76								4	93	2	...	...	...	...	7	6	90·24
61	27	265	76	2,281	254	...	2,535	2,535	...	...	4	93	26	4	...	...	...	7	6	90·24
55	25	303	91	223	494	1,946	2,663	2,663	...		17	317	39	..	...	...	...	...	...	66·67
6	2	...	...	2,058	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	23·57
...	...	38	15	...	240	1,946	128	128	...	...	13	224	13	...	...	...	...	...	...	...

for the official year ending the 31st March 1899.

...	...	78	...	...	...	...	...	...	...	...	17	334	...	3	3	...	11	...	...	26·09
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	78	...	...	...	...	...	...	...	...	17	334	...	3	3	...	11	...	...	29·17
...	...	12	...	...	...	...	...	...	...	...	9	268	...	1	...	...	8	...	...	25·00
...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	12	...	...	...	...	...	...	...	...	9	268	...	1	...	...	8	...	...	25·00
...	...	90	...	...	...	...	...	...	...	...	26	602	...	4	3	...	19	...	...	25·71
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	90	...	...	...	...	..	...	...	...	26	602	...	4	3	...	19	...	...	27·78
...	...	...		...	...	...	...	...	...	...	13	532	...	...	...	...	...	...	...	...
...	...	90	...	...	...	...	...	...	...	...	13	70	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Statistical Summary of Indigenous Burmese

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.	AIDED. Detail of column 11. Aided schools retained on the list.	New Schools registered during the year.	Schools transferred from unaided list.	Schools transferred from private list.	Number. Middle School Examination (Standards V, VI, & VII). Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Mandalay	Mandalay Town.	Monastic ...	167	31	71	127	2,134	...	2,134	5	115	...	5	...	...	...	...	...
		Lay ...	134	5	23	116	2,030	1,686	3,716	65	1,449	1,260	62	...	3	...	14	14
		Total ...	301	36	94	243	4,164	1,686	5,850	70	1,564	1,260	67	...	3	...	14	14
	Mandalay district.	Monastic ...	33	4	4	33	717	...	717	14	334	...	12	1	1	...	...	...
		Lay ...	35	4	5	34	361	586	947	25	308	509	24	...	...	1	...	...
		Total ...	68	8	9	67	1,078	586	1,664	39	642	509	36	1	1	1	...	...
	Bhamo	Monastic ...	14	2	4	12	234	...	234	7	144	...	6	1	...	...	3	...
		Lay ...	4	3	...	7	120	99	219	5	103	71	4	...	...	1	...	...
		Total ...	18	5	4	19	354	99	453	12	247	71	10	1	...	1	3	...
	Katha	Monastic ...	22	12	7	27	451	...	451	15	243	...	8	4	...	3	...	...
		Lay ...	6	3	1	8	138	117	255	6	121	103	4	2	...	...	...	1
		Total ...	28	15	8	35	589	117	706	21	364	103	12	6	...	3	...	1
	Myitkyina	Monastic ...	8	4	2	10	190	..	190	4	78	...	2	...	1	1	...	...
		Lay ...	1	2	...	3	52	37	89	2	39	30	1	1	...	...	...	...
		Total ...	9	6	2	13	242	37	279	6	117	30	3	1	1	1	...	...
	Ruby Mines	Monastic ...	7	2	...	9	82	...	82	1	23	...	1	...	...	...	...	...
		Lay ...	9	3	2	10	160	103	263	3	81	35	3	...	...	..	...	...
		Total ...	16	5	2	19	242	103	345	4	104	35	4	...	...	...	...	...
Sagaing	Shwebo	Monastic ...	50	...	6	44	641	...	641	13	266	...	13	...	...	...	3	...
		Lay ...	33	7	3	37	617	473	1,090	29	548	411	24	5	...	...	...	...
		Total ...	83	7	9	81	1,258	473	1,731	42	814	411	37	5	...	...	3	...
	Sagaing	Monastic ...	46	9	15	41	987	...	987	38	949	...	30	...	...	8	16	...
		Lay ...	65	5	21	49	512	786	1,298	48	499	759	44	4	...	...	2	4
		Total ...	111	14	36	89	1,499	786	2,285	86	1,448	759	74	4	...	8	18	4
	Lower Chindwin.	Monastic ...	108	10	46	72	1,168	48	1,216	42	735	48	32	4	...	6	2	...
		Lay ...	40	6	6	40	465	516	981	35	454	503	34	4	...	...	6	...
		Total ...	148	16	52	112	1,633	564	2,197	80	1,189	551	66	8	...	6	8	...
	Upper Chindwin.	Monastic ...	68	...	64	4	59	1	60	2	25	1	2	...	...	...	1	...
		Lay ...	7	1	...	8	108	59	167	8	108	59	7	1	...	...	...	...
		Total ...	75	1	64	12	167	60	227	10	133	60	9	1	...	...	1	...
Meiktila	Kyauksè	Monastic ...	18	3	11	10	181	...	181	10	181	...	7	2	...	1	5	...
		Lay ...	26	4	10	20	373	282	655	20	373	282	16	4	...	...	6	2
		Total ...	44	7	21	30	554	282	836	30	554	282	23	6	...	1	11	2
	Meiktila	Monastic ...	98	2	59	41	741	...	741	41	741	...	39	2	...	...	6	...
		Lay ...	30	2	7	25	360	458	818	25	300	458	23	2	...	...	3	2
		Total ...	128	4	66	66	1,101	458	1,559	66	1,101	458	62	4	...	...	9	2
	Myingyan	Monastic ...	202	14	58	158	3,839	...	3,839	49	1,372	...	47	1	...	1	3	...
		Lay ...	46	6	10	42	509	746	1,255	38	478	731	32	6	...	...	4	1
		Total ...	248	20	68	200	4,348	746	5,094	87	1,850	731	79	7	...	1	7	1
	Yamèthin	Monastic ...	340	18	19	339	7,945	...	7,945	39	1,246	...	31	...	7	1	3	...
		Lay ...	27	3	4	20	535	450	985	20	437	392	15	3	2	...	1	2
		Total ...	367	21	23	365	8,480	450	8,930	59	1,683	392	46	3	9	1	3	2
Minbu	Minbu	Monastic ...	168	25	40	153	3,248	...	3,248	148	3,169	...	122	17	1	8	4	...
		Lay ...	21	3	7	17	204	286	490	17	204	286	14	3	...	...	4	1
		Total ...	189	28	47	170	3,452	286	3,738	165	3,373	286	136	20	1	8	8	1
	Magwe	Monastic ...	168	17	36	149	3,175	...	3,175	139	2,998	...	122	7	...	10	10	...
		Lay ...	14	...	3	11	191	114	305	11	191	114	11	...	...	...	...	...
		Total ...	182	17	39	160	3,366	114	3,480	150	3,189	114	133	7	...	10	10	...
	Pakôkku	Monastic ...	212	8	14	206	4,024	...	4,024	60	1,433	...	56	1	1	2	10	...
		Lay ...	37	2	6	33	453	508	961	25	429	420	23	2	...	...	...	1
		Total ...	249	10	20	239	4,477	508	4,985	85	1,862	420	79	3	1	2	11	1
	Thayetmyo	Monastic ...	75	15	5	85	2,283	...	2,283	52	1,710	...	35	5	2	10	9	...
		Lay ...	24	1	10	15	591	335	926	15	591	335	14	1	...	...	4	...
		Total ...	99	16	15	100	2,874	335	3,209	67	2,301	335	49	6	2	10	13	...
	For 1898-99 ...	Monastic ...	1,704	176	461	1,511	32,099	49	32,148	679	15,702	49	570	45	13	31	74	...
		Lay ...	559	60	118	501	7,779	7,641	15,420	490	6,773	6,758	455	...	5	2	44	28
		Total ...	2,303	236	579	2,020	39,878	7,690	47,568	1,169	22,475	6,807	1025	63	18	53	118	28
	For 1897-98 ...	.....	2,644	427	708	2,363	41,233	8,030	49,570	1,167	21,143	7,314	...	...	...	...	121	30
	For 1898-99 ...	Increase ...	...	...	...	...	...	...	...	...	1,392	...	...	...	...	...	...	...
		Decrease ...	281	191	129	343	1,360	648	2,008	88	...	107	...	...	...	...	3	2

N.B.—Mandalay town includes four Mahomedan aided schools with 182 pupils, 12 Mahomedan unaided schools with 277 pupils, one aided Tamil school with 2[illegible] Bhamo includes one Vernacular Kachin aided school with 45 pupils; Meiktila includes one Mahomedan aided school with 35 pupils; Yamethin includes four unaided

Schools for the year ending the 31st March 1899.

INSTITUTIONS.											UNAIDED INSTITUTIONS.									
OF PUPILS WHO HAVE PASSED.				DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		DETAIL OF COLUMN 31.						
Upper Primary Examination (Standards III and IV).		*Lower Primary Examination (Standards I and II).*		Provincial funds.	Local funds.	Municipal funds.	Total.	*Detail of amount in column 27.*			Number of schools.	Boys.	Girls.	Unaided schools retained on the list.	New schools registered during the year.	Schools transferred from aided list.	Schools transferred from private list.	Number of aided public schools abolished.	Number of unaided public schools abolished.	Percentages of aided schools to total aided and unaided schools.
Boys.	Girls.	Boys.	Girls.					Results grants.	Salary grants.	Miscellaneous.										
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.										
10	...	36	...	12,534	...	...	12,534	9,074	3,460	...	122	3,019	...	91	2	...	29	...	29	3·94
157	120	680	526								51	581	426	41	5	5	...	3	20	56·03
167	120	716	526	12,534	...	...	12,534	9,074	3,460	...	173	2,600	426	132	7	5	29	3	49	28·81
19	...	92	...	4,156	...	...	4,156	2,463	1,693	...	19	383	...	14	...	2	3	1	2	42·43
20	23	88	164								9	53	77	3	3	3	...	4	1	73·53
39	23	180	164	4,156	...		4,156	2,463	1,693	...	28	436	77	17	3	5	3	5	3	58·21
17	...	32	...	2,116	...	...	2,116	811	1,305	...	5	90	...	...	1	4	...	...	...	58·33
10	3	35	24								2	17	28	...	2	...	...	...	...	71·43
27	3	67	24	2,116	...	...	2,116	811	1,305	...	7	107	28	...	3	4	...	...	...	63·16
1	...	28	...	1,603	...	...	1,603	507	1,096	...	12	208	...	5	4	2	1	3	...	55·56
8	1	42	35								2	17	14	...	...	1	1	1	...	75·00
9	1	70	35	1,603	...	...	1,603	507	1,096	...	14	225	14	5	4	3	2	4	...	60·00
...	...	20	...	1,671	...	...	1,671	180	1,491	...	6	112	...	3	3	...	...	...	1	40·00
...	...	21	12								1	13	7	...	1	...	...	...	...	66·67
...	...	41	12	1,671	...	...	1,671	180	1,491	...	7	125	7	3	4	...	...	...	1	46·15
...	...	6	...	833	...	...	833	113	720	...	8	59	...	6	2	...	...	...	...	11·11
1	1	21	15								7	79	68	4	3	...	...	...	1	30·00
1	1	27	15	833	...	...	833	113	720	...	15	138	68	10	5	..	...	...	1	21·05
26	...	93	...	4,450	...	...	4,450	1,776	2,674	...	31	375	...	31	...	...	...	...	6	29·54
38	10	151	103								8	69	62	6	2	...	...	...	3	78·38
64	10	244	103	4,450	...	...	4,450	1,776	2,674	...	39	444	62	37	2	...	...	...	9	51·85
74	...	206	...	9,912	...	...	9,912	5,535	4,377	...	2	38	...	1	...	...	1	...	...	95·00
40	36	184	288								1	13	27	...	1	...	...	15	5	97·96
114	36	480	288	9,912	...	...	9,912	5,535	4,377	...	3	51	27	1	1	...	1	15	5	96·63
14	...	179	11	5,797	...	...	5,797	3,307	2,490	...	30	433	...	30	...	...	...	1	...	58·33
26	12	150	154								2	11	13	...	2	...	...	6	...	95·00
40	12	329	165	5,797	...	...	5,797	3,307	2,490	...	32	444	13	30	2	...	...	7	...	71·43
4	1	12	...	1,978	...	...	1,978	470	1,508	...	2	34	...	1	...	1	...	...	1	50·00
4	1	44	16								...	...	...	...	...	...	...	...	...	100·00
8	2	56	16	1,978	...	...	1,978	470	1,508	...	2	34	...	1	...	1	...	...	1	83·33
16	...	50	...	2,569	...	...	2,569	1,441	1,128	...	...	...	...	...	...	...	...	2	7	100·00
29	2	118	81								...	...	...	...	...	...	...	6	4	100·00
45	2	168	81	2,569	...	...	2,569	1,441	1,128	...	...	...	...	...	...	...	...	8	11	100·00
42	...	232	...	5,426	...	...	5,426	3,274	2,152	...	...	...	...	...	...	...	...	4	19	100·00
17	21	145	150								...	...	...	...	...	...	...	1	5	100·00
59	21	432	150	5,426	...	...	5,426	3,274	2,152	...	...	...	...	...	...	...	...	5	24	100·00
141	...	340	...	8,062	...	...	8,062	5,511	2,551	...	109	2,467	...	88	10	9	2	...	11	31·01
39	34	150	235								4	31	15	3	...	1	...	6	3	90·48
180	34	496	235	8,062	...	...	8,062	5,511	2,551	...	113	2,498	15	91	10	10	2	6	14	43·50
53	...	313	...	6,291	...	...	6,291	3,627	2,664	...	300	6,699	...	283	11	...	6	...	2	11·50
26	12	177	151								6	98	58	6	...	...	...	4	...	76·92
89	12	490	151	6,291	...	...	6,291	3,627	2,664	...	306	6,797	58	289	11	...	6	4	2	16·16
64	...	653	...	7,245	...	...	7,245	4,034	3,211	...	5	79	...	...	...	5	...	11	1	96·73
22	14	85	95								...	...	...	...	...	...	...	10	...	100·00
86	14	738	95	7,245	...	...	7,245	4,034	3,211	...	5	79	...	...	...	5	...	21	1	97·06
58	...	380	...	6,204	...	...	6,204	3,322	2,882	...	10	177	...	10	...	...	...	21	...	93·29
13	4	74	31								...	...	...	...	...	...	...	3	...	100·00
71	4	454	31	6,204	...	...	6,204	3,322	2,882	...	10	177	...	10	...	...	...	24	...	93·75
63	...	253	...	7,295	...	...	7,295	3,840	3,455	...	146	2,591	...	135	2	6	3	2	7	29·13
22	16	157	135								8	24	88	2	...	6	...	3	3	75·76
85	16	410	135	7,295	...	...	7,295	3,840	3,455	...	154	2,615	88	137	2	12	3	5	10	35·56
46	...	510	...	...	4,851	2,637	7,488	3,656	3,832	...	33	573	...	26	...	7	...	2	1	61·18
38	5	197	105								...	...	...	...	...	...	...	10	...	100·00
84	5	707	105	...	4,851	2,637	7,488	3,656	3,832	...	33	573	...	26	...	7	...	12	1	67·00
618	1	3,655	11	93,142	4,851	2,637	95,630	52,741	42,889	...	840	16,337	...	724	35	36	45	47	87	44·70
520	315	2,320	2,322								101	1,026	883	65	19	16	1	72	45	79·84
1,168	316	6,105	2,333	93,142	4,851	2,637	95,630	52,941	42,689	...	941	17,343	883	789	54	52	46	119	132	53·42
1,042	307	5,709	2,218	87,777	2,749	1,182	93,110	55,101	38,009	...	1,106	20,095	1,024	...	...	...	...	...	...	49·39
126	9	296	99	563	1,002	955	2,520	...	4,080	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,100	...	...	255	2,752	141	...	...	...	...	...	...	...

pupils, one unaided Tamil School with 26 pupils Shwebo includes four Mahomedan aided schools with 85 pupils, one unaided Mahomedan school with four pupils; Mahomedan schools with 124 pupils.

Burmese.

36. The following are the general statistics of Burmese Indigenous schools :—

	1897-98.								
	Public schools.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	2,437			1,820			4,257		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils ..	61,165	17,002	78,167	31,494	1,962	33,456	92,659	18,964	111,623
Full passes—I } ...	20,773	5,650	26,423	...	...	...	20,773	5,650	26,423
Full passes—II }									
Full passes—III } ...	3,437	629	4,066	...	...	...	3,437	629	4,066
Full passes—IV }									
Grants paid ...	Rs. 1,51,901								
Grants earned ...	Rs. 1,69,368								
Certificated Managers	80								
Itinerant Teachers ...	177								
Certificated Assistant Teachers.	21								

	1898-99.									Increase.	Decrease.
	Public schools.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	2,330			1,558			3,888			...	369
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	62,938	15,960	78,898	28,777	2,129	30,906	91,715	18,089	109,804	...	1,819
Full passes—I } ...	19,841	5,434	25,275	...	...	...	19,841	5,434	25,275	...	1,148
Full passes—II }											
Full passes—III } ...	3,513	605	4,118	...	...	...	3,513	605	4,118	52	...
Full passes—IV }											
Grants paid ...	Rs. 1,43,060									...	8,841
Grants earned ...	Rs. 1,68,727									...	641
Certified Managers...	108									28	...
Itinerant Teachers ...	165									...	12
Certificated Assistant Teachers.	6									...	15

The details of the above table are given, division by division and district by district, in the paragraphs that follow.

37. The following statement gives the number of Itinerant Teachers in each division for the past two years :—

Division.	Number of Itinerant Teachers.	
	1897-98.	1898-99.
Arakan	21	19
Irrawaddy	27	27
Pegu	28	27
Tenasserim	21	21
Mandalay	18	15
Sagaing	22	20
Meiktila	20	16
Minbu	24	25
Total ...	181	170

These men have done good work on the whole. They are divided into five grades, and have recently been given a permanent travelling allowance of Rs. 10 a month. They are promoted from one grade to the other every three years, subject to good work, and the possession of the necessary qualifications for each grade.

All that is needed is close and energetic supervision of their work by the Deputy Inspectors. They do much towards improving the methods of Primary Vernacular education, and in bringing schools on the register by teaching the utterly ignorant managers of the private schools.

Arakan Division.

The following are the general statistics of Burmese and Mahomedan schools for the Arakan division :—

	1897-98.								
	Public schools.								
	Aided.			*Unaided.*			*Total.*		
Schools ...	130			57			187		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
Pupils	3,572	407	3,979	1,305	30	1,335	4,877	437	5,314
Full passes—I } Full passes—II } ...	1,011	122	1,133	...	...	...	1,011	122	1,133
Full passes—III } Full passes—IV } ...	150	18	168	...	...	...	150	18	168
Results grants paid...					Rs. 6,765				
Results grants earned					Rs. 6,900				
Certificated Managers					4				
Itinerant Teachers ..					21				
Certificated Assistant Teachers.					9				

	1898-99.									Increase.	Decrease.
	Public schools.										
	Aided.			*Unaided.*			*Total.*				
Schools ...	184			64			248			61	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	11	12	13	14	15	16	17	18	19	20	21
Pupils ...	4,878	365	5,243	1,206	70	1,276	6,084	435	6,519	1,205	...
Full passes—I } Full passes—II } ...	1,163	120	1,283	...	...	...	1,163	120	1,283	150	...
Full passes—III } Full passes—IV } ...	185	14	199	...	...	...	185	14	199	31	...
Results grants paid ...					Rs. 6,007					...	758
Results grants earned					Rs. 8,739					1,839	...
Certificated Managers					6					2	...
Itinerant Teachers ...					19					...	2
Certificated Assistant Teachers.					3					...	6

In all three districts there is an increase under every head except Itinerant Teachers, Certificated Assistant Teachers, and results grants paid. Schools under inspection have increased in number by over 32 per cent., pupils by nearly 23 per cent. The number of Itinerant Teachers has been reduced because, except in Akyab, funds are insufficient.

AKYAB DISTRICT.

One effect of the serious decline in this district last year was that the grants of those schools which remained on the list could be paid with little reduction. It was consequently easier to induce Managers to accept the Government system during the year under report, and the number of aided schools was raised from 64 to 114. The number of pupils increased by 51 per cent. and passes gained by 20 per cent. The Deputy Inspector and his Itinerant Teachers, especially Maung Chyit U of Kaladan township and Maung San Baw of Myohaung, have done better work than last year, but *the Deputy Inspector still spends too much time at headquarters and observes holidays with excessive scrupulousness.* Up to the present year great difficulty has been found in keeping Itinerant Teachers up to their work in Akyab. Travelling is troublesome, often dangerous, and expensive, and the sixteenth of result grants earned, to which Itinerant Teachers are entitled, is in Akyab quite inadequate to cover the cost of travelling. This year it has been possible to give Itinerant Teachers a fixed travelling allowance of ten rupees per mensem. Better work will henceforward be looked for from them and ought to be obtained without such extensive resort to fines and dismissal as was necessary during the last two years. At the Conference held in Akyab just after the close of the year under report, the Itinerant Teachers showed much greater interest in the discussions, and joined in them with much greater spirit than was anticipated.

It is worthy of note that owing to want of funds Akyab is the only district in the Western circle in which it has been found possible to give effect to the recommendation of the Government, that Itinerant Teachers should receive a fixed travelling allowance.

KYAUKPYU DISTRICT.

Registered schools have increased from 45 to 57, those actually in receipt of aid from 24 to 33. There is an increase of 32 per cent. in attendance, and of over 22 per cent. in number of passes gained. An township has been combined with Ramree under one Itinerant Teacher for reasons of economy. Ramree Municipal School has proved too costly for the Municipality, and it will become an aided lay school from the end of the year under report. The best school in the district is U Ponnya's school, Sinachaung, Cheduba township. *The Deputy Inspector should spend more time in the district than he does,* and stimulate his Itinerant Teachers more.

SANDOWAY DISTRICT.

The number of aided schools is one less than last year, but the number of pupils is a little greater, and passes have increased by 5 per cent. This year there were three passes by the Middle School standard gained by pupils from Maung Ma Nu's school, Sandoway, one of the best schools in the Western circle. The schools in this district are scattered over a wide area, and are not easily reached by the Itinerant Teachers. The difficulty and expense of travelling make them less energetic than they should be in the discharge of their duties. *The Deputy Inspector, instead of supervising and supplementing their work, spends two-thirds of his time in Sandoway Town.*

Pegu Division.

The following are the general statistics of Burmese and Mahomedan schools for the Pegu division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	519			219			738			491			240			731			...	7
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	15,052	4,312	19,364	3,769	281	4,050	18,821	4,593	23,414	15,659	4,262	19,921	4,653	695	5,348	20,312	4,957	25,269	1,855	...
Full passes—I Full passes—II	5,895	1,621	7,516	...	...	...	5,895	1,621	7,516	5,822	1,577	7,399	...	...	...	5,822	1,577	7,399	...	117
Full passes—III Full passes—IV	862	135	997	...	...	...	862	135	997	859	143	1,002	...	...	...	859	143	1,002	5	...
Results grants paid	Rs. 44,061									Rs. 37,024									...	7,037
Results grants earned	Rs. 47,015									Rs. 48,611									1,596	...
Certificated Managers	22									31									9	...
Itinerant Teachers	28									26									...	2
Certificated Assistant Teachers ...	4									1									...	3

The total number of public schools has decreased by seven, public aided schools have fallen from 519 to 491, while unaided schools have risen from 219 to 240. There is considerable reduction in schools in the Pegu and Tharrawaddy districts. The invariable fluctuation in monastic schools accounts for these changes.

The number of pupils has increased by 1,855, all the districts (including Rangoon Town), excepting the Tharrawaddy district, contributing to this increase. It is satisfactory that the number of girls in attendance on public schools has increased from 4,593 to 4,957.

Passes have fallen in the Lower Primary standards. They have risen in Tharrawaddy and Pegu, whereas they have fallen in Rangoon Town and in the Prome and Hanthawaddy districts.

With regard to the figures representing attendance on schools, it ought to be specially noted that it is impossible to visit all the schools when they are best attended. Some townships have fewer pupils to their credit than they ought to have. In one district, schools which are attended by from 30 to 40 pupils in the rainy season, were found to have only three or four in the dry season.

Itinerant Teachers should submit with their monthly diaries the number in actual attendance during their visits. In the case of a school of which the attendance is reported several times by the Itinerant Teachers, the Deputy Inspector of Schools should take the average of the figures as representing its attendance during the year. The attendance during the rains in all cases should be carefully noted. *A large number are at one time or another under instruction who are not shown in our tables.*

RANGOON TOWN.

For the first three months of the year Maung Shwe Hmôn, A.T.M., continued in charge, but ill-health then obliged him to take leave and he has since retired on medical certificate, after having efficiently served the department nearly 27 years. His place has been filled by Maung Ba, whose work at Prome was that of manager of one of the most successful large schools in the province. His work as Deputy Inspector in Rangoon during the last three-quarters of the year has gone far to justify his selection for so important a charge.

The Vernacular schools of the town (including the Old Convent School in Frazer Street and the American Baptist Mission Girls' School at Kemmendine) number 255 with an attendance of 4,598 children.

The two schools mentioned above, attended by 143 girls and seven small boys, are essentially girls' schools. Being under European supervision, they are exceptionally efficient, securing a large share of the year's earnings and practically all the passes above Standard IV. Schools under native management appear to attempt no work beyond that standard, and even under that test passes are comparatively few.

Of the 253 institutions of this class, only 65 are recognized as "public schools." Of these, 46 with 2,088 pupils ranked as "Aided," while 19 attended by 817 pupils were "Unaided." The average attendance in each of the 65 was therefore about 45·6.

The remaining 1,543 children were found in the 188 schools classed as "Private," nearly all of which are monasteries, each entertaining a few poor children, who in return for their services in and about the *kyaungs* receive a modicum of instruction on the usual lines.

The average attendance in these "private" schools is only about eight pupils, and, though they have increased by three, the numbers show a decrease of 216.

The year's work in the 65 schools (recognized) has not been so satisfactory as usual. Despite an increased attendance of 383 pupils (schools showing no change in numbers), there is a falling off of passes in Standards I, II, and III of 47, 186, and 9 respectively, while grants earned have fallen off by Rs. 1,354. The losses occur largely in the eastern end of the town, in the Thainbyu and

Botataung quarters, *where a wholesale substitution of pupils at the Annual Examination led to three schools being removed from the inspection list at least for the year under report.*

It was, however, in Lanmadaw, one of the chief Burmese quarters of the town, that the heaviest falling off was found.

One Manager broke up his school on the death of his wife. Another, taking to other work, made over his school to his uncle, with the result that it fell, owing to his incompetence, into the unaided list.

In Kemmendine (south), in the Dalla quarter on the south side of the river, and in the Ôkkalaba quarter to the north-west of the town progress has been made. Other localities show little change.

So far it has not been found possible to introduce the Kindergarten and *Thinbôngyi* classes into schools under native management; but the present Deputy Inspector of Schools, who has a practical acquaintance with the method, will, I am sure, not fail to do all in his power in the matter.

HANTHAWADDY DISTRICT.

The number of schools, aided and unaided, which were classed as public schools at the close of last year was 353, of which 167 were aided schools. The number of pupils was 9,014. The number of private schools was 310 with 3,172 pupils The present year closes with 361 schools, of which 180 are aided. The total attendance has increased to 9,428. The number in attendance in aided schools has increased from 5,604 to 5,807. The average attendance on public schools remains, as last year, 25; the attendance on private schools has risen from 10 to 12. *A larger attendance would have been shown if the rewarding inspection of certain townships had not taken place at a time when the majority of the pupils were absent assisting their parents.* One Deputy Inspector of Schools is unable to work this district to the best advantage. Proposals have been made and sanctioned to divide the district between two Deputy Inspectors of Schools. Maung San Chein, Itinerant Teacher, Lower Kyauktan, had to be called in to assist the Deputy Inspector of Schools to the detriment of his own work.

Kyauktan, Twante, and Kungyangôn townships show fewer passes than before. Taikkyi has greatly improved.

The percentage of passes to the total attendance at public schools has fallen from 27 to 25. The falling off is in Standards II and III. In Standard VI there are no passes; last year there were four. The Deputy Inspector of Schools attributes this falling off to the bad work done by several large schools. The lowering of the rate of results grants had something to do with this. The new schools brought on the list this year have not yet had time to produce passes sufficient to counterbalance the losses.

Female education is satisfactory. There are 106 schools at which girls attend, and the attendance has increased from 1,374 to 1,484. There are 507 passes in the first four standards as against 520 last year. Although this is a falling off compared with last year, it is noticeable that 34 per cent. of the girls in attendance obtain certificates, a much larger percentage than that of the boys.

The Kindergarten system as modified for Burmese schools continues to increase in favour.

The Itinerant Teachers of the district have worked well. An increase in their numbers enabled Taikkyi and Hmawbi townships to be placed under separate Itinerant Teachers. The results are most satisfactory in so far as Taikkyi township is concerned. Pupils there have increased by 195; passes by Standard I have increased from 86 to 202, by Standard II from 22 to 44, and by Standard III from 4 to 5. Passes by girls have increased from 5 to 32 in this township.

The passes of the Reformatory School at Insein are not included in the above figures. There were in the school at the time of the examination 88 boys. Of these, 78 were presented for examination and 70 passed, one by the VIIth Standard. This is a most satisfactory result, and reflects the greatest credit on Mr. Masters, the Superintendent, Maung Kho, the Head Master, and his assistants.

PEGU DISTRICT.

At the close of the year there were 410 schools and 9,292 pupils in attendance. Of these schools, 110 were public aided schools, 24 public unaided schools, and 276 private schools. Of the pupils, 5,617 attended public schools. The average attendance on public schools is thus over 41, while that on private schools is 14. This is a larger number than is usually found attending private schools.

The number of passes during the year numbered 42 per cent. of the total attendance the same as last year. Substantial increases in passes are shown in the first five standards. There is a slight decrease in Standard VI. There were no passes by Standard VII.

Kawa, the largest township educationally, shows great progress, to which the monastic schools contribute. Nyaunglèbin township, the next in importance, has also made considerable progress. The *pôngyis* are even more active in education than those of Kawa. Hlègu township shows a slight increase. Payagale township suffered from neglect by the late Itinerant Teacher.

Female education continues to progress. Girls in attendance on public schools have increased from 1,097 to 1,220 and passes from 399 to 474. This is very satisfactory. Very few, however, proceed beyond Standard III. Only 5 passes were obtained in Standards IV, V, and VI.

The Kindergarten system is reported to be unpopular. In Payagale township the people are said to regard it with suspicion, thinking that the Government are training boys with a view to making them soldiers. Two *pôngyis* in the Minbu district once told me that they had great difficulty in getting children to come to school, as the parents suspected that they were to be turned into policemen.

Maung Po Nge, Itinerant Teacher of Payagale, has done good work during the short time that he has been in charge.

Maung Pôk, *Ywaôk* of Winkabaw, and Maung San Dwe, *Lugyi* of Zibin, have given assistance in education.

THARRAWADDY DISTRICT.

Last year there were 207 schools and 5,031 pupils; this year schools number 232 and pupils 5,610. More schools have thus been discovered. Of the 232 schools, 70 are public aided schools and 16 are public unaided. The total of aided and unaided schools last year was 104; of these 18 have been removed. The number of pupils attending public schools is on the average 40, while those attending private schools number 15. The percentage in attendance on public schools has decreased by 6 per cent., while that of private schools has increased by 59 per cent. Of the pupils attending public schools 39 per cent. obtained certificates as against 35 per cent. last year and 30 per cent. the year before. The number of passes by Standard I has decreased from 736 to 728. In the lower standards passes will fluctuate owing to the instability of monastic schools. It is satisfactory to find only a small decrease, although public schools decreased by 18. In the other standards passes show improvement.

Letpadan township shows a serious falling off in schools, pupils, and passes. *One Itinerant Teacher had charge of this, with two other townships; far too large an area for effective work.* A new Itinerant Teacher has been appointed to assist him.

Mônyo township has not done so well as last year, but it is still doing good work, when it is borne in mind that it was formerly the most backward township in the district.

Thônzè town and Gyobingauk town and township have remained steady. Thônzè is in the unfortunate position of having good schools, but a small income. Last year Managers were paid in full for the first time after being threatened with a deduction of 55 per cent. It was found possible to transfer Rs. 400 from the Cess fund. This fund, however, cannot bear this charge annually, as all the money is required for the encouragement of district work. Successive Presidents of the Municipality, while desirous of helping education as much as possible, have been obliged to curtail allotments. A special grant from Provincial funds is needed, otherwise education here will disappear from want of support.

Tapan township and Letpadan and Zigôn towns have done well.

There were three Itinerant Teachers and 10 certificated Managers in this district during the year.

As I pointed out last year, nearly all the good schools are on the railway line. Nattalin has now improved, so that Zigôn remains the only railway town without a school under a certificated Manager.

There were 15 Pupil Teachers in the year under report as against seven last year. Two of them appeared for the final Teachers' Test Examination and one passed.

Female education remains as last year. There are two schools especially for girls, one at Thônzè under the Roman Catholic Mission, and one at Zigôn under the American Baptist Mission.

The number of girls in attendance in all schools was 583 as against 642 during the previous year. Passes were obtained this year by Standard V, an advance of one standard on last year. The number of passes rose from 197 to 201.

The fee-income realized in this district is very small; Managers therefore depend entirely on grants. When grants are not paid in full, the greatest disappointment prevails. *Several managers have closed their schools this year owing to the smallness of the grants paid.* Small temporary salary grants of Rs. 6 per mensem were given to three deserving Managers. If more of these could be given, Managers would be more contented.

The Deputy Commissioner has inspected several schools in the district and has kindly promised to see if more money cannot be given next year.

Maung Saw Kè, Itinerant Teacher, Gyobingauk, is commended for good work.

PROME DISTRICT.

The total number of schools, public and private, was for the year 505, of which 82 were aided. There were no unaided schools. There is room for work on the part of the Itinerant Teachers in bringing schools at least on to the unaided list.

The total number of pupils was 9,080, of whom 3,606 were attending aided schools. This gives an average attendance of 40 on aided schools and of 13 on private schools. This is an increase of one in attendance in both classes of schools. The number in attendance on public aided schools has increased by 314. Passes show a decrease in every standard. In the Lower Primary (Standards I and II), they fell from 1,440 to 1,231; in the Upper Primary (Standards III and IV), from 238 to 212; in the Middle School from 57 to 32. Prome town, Paungdè town, Paungdè township, Thegôn township, and Hmawza township all contributed to this loss. Paukkaung, formerly a backward township, and Thwedaung township have made satisfactory progress. The Deputy Inspector of Schools complains of poorer work on the part of the schools. Six schools were also withdrawn from inspection. This accounts for the loss of passes. Itinerant Teachers must have their attention drawn to the work of this year and must give more attention to their schools.

In Prome town, where educational work is progressing steadily, loss of passes was to some extent due to fewer presentations.

Paungdè town still continues to be backward; it should not.

The number of girls in attendance on public aided schools has increased from 468 to 564; but passes have fallen from 245 to 209. The loss was chiefly in the Lower Primary department.

The total number of qualified teachers in the district, including Itinerant Teachers, was 17.. There were 35 Pupil Teachers in the district as compared with 42 last year.

Kindergarten work has not yet made much headway outside of Prome town.

In the town, however, two Kindegarten schools exist, which will compare favourably with some schools attached to Anglo-Vernacular schools.

As formerly, the Civil Officers of the district have shown an interest in educational work. Mr. Thurston, Mr. Carr, and Maung Ba Tu, K.S.M., have given much assistance.

Irrawaddy Division.

The following are the general statistics of Burmese Indigenous schools for the Irrawaddy Division :—

	1897-98.									1898-99.									Increase.	Decrease.
	PUBLIC SCHOOLS.									PUBLIC SCHOOLS.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	342			288			630			308			274			582			...	48
	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	12,393	2,658	15,051	5,048	419	5,467	17,441	3,077	20,518	10,499	2,349	12,848	4,629	360	4,989	15,128	2,709	17,837	...	2,681
Full passes—I Full passes—II ...	4,718	962	5,680	...	...	...	4,718	962	5,680	3,658	764	4,422	...	...	...	3,658	764	4,422	...	1,258
Full passes—III Full passes—IV ...	761	61	822	...	...	...	761	61	822	611	33	644	...	...	...	611	33	644	...	178
Results grants paid ...	Rs. 23,057									Rs. 25,980									2,923	...
Results grants earned...	Rs. 33,794									Rs. 28,429									...	5,365
Certificated Managers...	14									13									...	1
Itinerant Teachers ...	27									25									...	2
Certificated Assistant Teachers	3									1									...	2

Schools under inspection have decreased in number by 7·6 per cent, attendances by 13·1 per cent., and passes gained by 22 per cent. This is in spite of increases under all heads in Bassein and in Myaungmya. The special disadvantages under which Henzada and Thôngwa have laboured are noted in the report on each district. *It is impossible, on examining the statistics, to avoid the conclusion that the chief factor which determines educational progress is money.* The *pro rata* reductions on results-grants earned in Henzada and Thôngwa, respectively, were 26 and 36 per cent. In Myaungmya grants were paid in full. In Bassein the reduction was only 12 per cent. Payment of grants in full encourages. Managers to qualify their schools for registration. An increase of aided schools produces an increase in budget estimates, until, in a bad financial year, heavy reductions are made, grants are paid with heavy rebates, and schools are closed because the Managers cannot make a livelihood, and the process begins once more when schools are so far reduced in number as to make full payment of grants possible. Moreover, when reductions have to be made, Itinerant Teachers, on whom the spread of Primary education chiefly depends, have to be dismissed.

The work of the Education Department cannot be intermitted as in other departments. Unless progress is steady and constant, no progress is possible. So long as purely local and temporary causes, such as the bursting of a dam, or the appointment of a Deputy Commissioner with arbitrary views on the relative importance of roads and education, is able to put back the education of a district several years by one unfavourable budget, the whole work is thrown back and steady progress will not be possible, except in very few districts.

BASSEIN DISTRICT.

This district continues to improve. Progress was rendered easier during the year under report by an increased allotment for results-grants, which enabled payment to be made nearly in full. Schools under inspection have increased in number from 67 to 76, and a larger increase still is anticipated next year. The attendance in aided schools has increased by 5 per cent., while passes are more numerous by 11 per cent. *A very satisfactory feature is the more than proportionate increase in schools attended by girls and girl pupils, the increase being 15 per cent. in number of schools and 32 per cent. in number of pupils.* Two schools for girls were opened during the past year under monastic managers at Pyinkayaing and Thekkethaung by U Thagetta and U Eindawatha. There are now four such schools in the district. The success which has attended the Deputy Inspector's efforts in this direction, and in the introduction of Kindergarten teaching in monastic schools, is a most encouraging sign of the gradual breaking down of prejudice. U Tezawunta and U Pyinnya of Ngathainggyaung and U Teza of Yegyi continue to deserve special commendation for their work. Maung Tha Ywa, thugyi of Kônsabeyôn, Maung Po Saw of Kyônpyaw, and Maung Ba Bwa, Subdivisional Officer of Ngathainggyaung, have rendered great assistance to education in their respective circles. The Itinerant Teachers of Thabaung, Kyaunggôn, and Ngaputaw are not yet inspired with the zeal of the Deputy Inspector. The Deputy Commissioner recommends the reappointment of a separate Itinerant Teacher for Bassein town.

The Deputy Inspector's work is thorough and sound, but the Itinerant Teachers must be stimulated to greater exertions and their work carefully supervised.

THÔNGWA DISTRICT.

Maung Po Gywè had charge of the district for 215 days only; Maung Saw Pe acted for 28 days while Maung Po Gywè was on sick leave; Maung Tun Hla had been granted privilege leave; this, together with Maung Po Gywè's sickness, delayed the promotion examinations. It was impossible to adhere to the programme laid down, and *many schools had to be examined at a time when some pupils had been withdrawn for field-work.* This to some extent accounts for the larger decrease in the number of pupils than in the number of aided schools. The latter declined by 24 per cent., the former by 28 per cent. Passes show a disproportionate reduction of nearly 43 per cent., which is attributed by Maung Po Gywè to change of the time of examination.

In the Yandoon town and township and the Dedayè township the number of schools remains unchanged. In Bogale township there is an increase of one, in Ma-ubin township there is an increase of two. The Itinerant Teacher of Ma-ubin, Maung San Min, has earned commendation. In all other townships there is a decline in numbers.

It is possible that the unrest produced amongst the Karens by Po Ni's case may have affected Burmese schools also, but the chief cause of the unsatisfactory state of things shown in the Deputy Inspector's report is undoubtedly the heavy reductions in results-grants made in previous years in this district. Managers themselves assign this as their reason for closing their schools. The Commissioner of the Irrawaddy Division remarks: "The District Fund is a rich one, and "the demand for roads is not so heavy as in the districts higher up. Ample funds "should be available for educational purposes except in the municipalities." At the same time the success of the Itinerant Teacher of Ma-ubin township in bringing new schools on the register to replace those which withdraw seems to show that increased efforts on the part of the Deputy Inspector and Itinerant Teachers may check the decline.

MYAUNGMYA DISTRICT.

Maung Po Win, who has had charge of this district for nearly six years, is now transferred to Tharrawaddy. He leaves the district better than he found it. During the year under report the number of aided schools has increased from 55 to 56, while there is an increase of 11 per cent. in number of pupils under instruction and of 8 per cent. in number of passes. This is more satisfactory progress than an increase in number of schools. The unaided schools have been reduced by 10 per cent. The most important township from an educational point of view is Pantanaw. There the number of schools and the number of pupils in attendance have both declined. The Deputy Commissioner says: "The falling off "in the trade of Pantanaw has caused the elders to take less interest in educa-"tion." This explains how it is that the scheme for re-establishing the Anglo-Vernacular school there has failed for want of pecuniary support. Wakèma township, with fewer schools, has increased in point of average attendance by 30 per cent. Maung Po Twe, the Itinerant Teacher, is an energetic and useful officer. The large increase of villages in the south of the delta settled by Upper Burmans, who came down chiefly in the famine year, has made it necessary to provide a new Itinerant Teacher, with headquarters at Shwelaung, to travel in the southern part of Pantanaw and the northern part of Wakèma, leaving the Itinerant Teacher of Wakèma more time to travel on the sea-coast and lower creeks. The new appointment will date from May 1899.

HENZADA DISTRICT.

The total number of schools under inspection is reduced by 32, but the reduction is chiefly in unaided schools. The number of aided schools is reduced only by five. The late Deputy Inspector, Maung Tun, whose work was as bad as it could be, added a large number of unsuitable schools to the list of public schools last year in order to show on paper an increase. Attendance and full passes gained have both decreased by 21 and 23 per cent. respectively. The number of pupils presented was greater than last year, but the examinations have been conducted more strictly. The number of schools attended by girls has fallen from 47 to 38. The attendance shows a similar decrease of 22 per cent. A new girls' school has been opened under the auspices of the American Baptist Mission at Kyangin. Itinerant Teachers Maung Hmin of Kyangin township and Maung Tha Dun U of Kanaung township have worked well during the year under report.

The Deputy Commissioner, Henzada, concurs in the opinion that the decrease is more apparent than real, and that the chief cause is the heavy *pro rata* reduction of results-grants.

Tenasserim Division.

The following are the general statistics of Burmese and Mahomedan schools for Tenasserim Division :—

	1897-98.									1898-99.									Increase.	Decrease.
	PUBLIC SCHOOLS.									PUBLIC SCHOOLS.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	295			65			360			281			58			339			...	21
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	9,474	2,348	11,822	1,588	253	1,841	11,062	2,601	13,663	9,777	2,195	11,972	1,245	171	1,416	11,022	2,366	13,388	...	275
Full passes—I } Full passes—II }	3,428	716	4,144	...	...	...	3,428	716	4,144	3,172	645	3,817	...	...	...	3,172	645	3,817	...	327
Full passes—III } Full passes—IV }	622	108	730	...	...	...	622	108	730	696	99	795	...	...	...	696	99	795	65	...
Results grants paid	Rs. 23,162									Rs. 21,469									...	1,693
Results grants earned	Rs. 25,900									Rs. 23,963									...	1,937
Certificated Managers	26									29									3	...
Itinerant Teachers	21									21									...	...
Certificated Assistant Teachers ...	3									...									...	3

Schools (aided and unaided) show a decrease of 21, and attendance a commensurate falling off. In Lower Primary passes also (Standards I and II) there are decreases shown, while under Standards III and IV the numbers have risen.

The losses suffered have arisen largely from discouragement felt in the Amherst district at the heavy short payment of grants; many weak schools whose Managers relied too much on the grants they could earn were closed.

The falling off in the Ist and IInd Standards is attributable to the same cause, such schools rarely teaching beyond the Lower Primary stage.

MOULMEIN TOWN.

The schools have continued under the care of Maung Waik, who has done good work.

Including the Morton Lane Girls' School, there are 42 public and 53 private institutions in the town. Excluding the school just named, there are 41 monastic and lay schools ranking as aided against 48 in 1897-98. The decrease arises partly from some Managers having given up teaching to take to other employment. The decreased attendance of 342 (from 1,844 to 1,502) is not clearly explained.

Passes, however, show improvement under Standards I, IV, V, and VII, but the reverse in Standards II, III, and VI. On the whole, gauged by earnings, there is a small falling off in efficiency, grants earned being Rs. 159-12-0 less than in the previous year.

It is satisfactory to have to record that the certificated Managers have increased by 2 and are now 8 in number.

The 1st division (Mopun) continues to show the smallest results, but has made some little progress. One of the four schools has been helped by one of the local *lugyis*, U Po O, with encouraging results.

In the 2nd division the condition of schools remains practically unchanged. Passes are fewer in Standards II, III, and VI, but the loss is met by improvement in Standards I, V, and VII. Good work has been done in St. Agnes' S. P. G. Girls' School, and in those of U Pyinyathiri, U Pyinyadipa, and U Nyana Wantha; in all these the percentage of marks gained indicated a higher standard of efficiency.

The 3rd division shows improvement. With a decrease of one school and a corresponding smaller attendance, passes in Standards I, IV, V, VI, and VII have risen, and more than counterbalance some small falling off in II and III. Maung Po Min and Ma Htin, both certificated Teachers, have carried on their schools with intelligence and energy.

In the 4th division a gain of passes in Standards I and IV is almost exactly equalized by losses in Standards II and III.

Few pupils remain after passing Standard III, being placed then in Anglo-Vernacular schools.

The 5th division (Daingwunkwin) contains 18 schools, attended by 533 children, a decrease on 1897-98 of three schools and a generally smaller attendance, consequent on the removal of many poor families from the locality. In Standards I, II, and III alike fewer passes were gained, but Standard IV showed improvement. U Paduma, Maung Shwe Myu (certificated Manager), and Ma Tè (certificated Mistress) are doing good work in their respective schools.

AMHERST DISTRICT.

Under the Deputy Inspector of Schools, Maung Po Kyin, work has gone on very steadily during the year, and under nearly every head shows progress.

Schools, public and private, number 145; their attendance 4,231.

Aided schools have fallen by 2 to 63, but show an increased attendance of 63 children, the total being 2,805. In all standards, except Standard I, more passes have been secured. At that stage there has been a check, partly arising from the prevalence of small-pox, partly owing to the heavy deduction made in grants in 1897-98, which led nine lay school teachers to give up work.

Private schools, 82 in number, are attended by 1,426 children. This increase of thirteen schools and 343 children is not fully explained by the Deputy Inspector.

Kawkareik town with its one school shows a falling off in passes, but there is some small hope of improvement, a lay school having lately been opened by a native of India, who has already secured 58 pupils, collecting fees at from 8 annas to 12 annas a month.

Haungtharaw township also shows decreases in attendance and passes. The people are poor and still show little desire for instruction.

At *Kyîndo* the Burman teacher gave his school over to the Karen School Manager on grant payments being reduced.

In *Ataran township* the conditions are better, and in all directions progress has been made. Earnings amount to Rs. 1,904, an increase of Rs. 300.

Kado continues the chief seat of activity, but at Nyaungbinzeik also steady work has been carried on.

The following schools are specially worthy of mention :—

U Thawma, Kado.
Maung Po Kin, Kado.
U Pyinyadamma, Kawhnat.
U Zayanta, Nyaungbinzeik.

It is interesting to note that U Thureinda, the Manager of a monastic school at Kanaung, recently brought on the list, is the holder of a Teacher's certificate, and that U Zayanta at Nyaungbinzeik has introduced football into his *kyaung*.

In *Zaya township*, despite the discouragement arising from short payment of grants, progress is shown except in Standard I passes, while earnings were Rs. 1,600 as against Rs. 1,472 in 1897-98, the increase being the outcome of good work done in the schools of U Ketumala at Kawkami, U Thilataza at Pa-auk, Ma Shwe Hman at Mudôn, and Maung Zin at Tagundaing. The first named deserves special mention for the success attained in the secondary classes.

Bilugyun township again shows progress, except in Standard I, where the passes show a decrease arising from causes already stated. The monastic schools of U Eggadipa of Ywalwot, U Tezawanta of Kwanthè, and U Adaissa of Kalwi with the lay schools of Maung Kyan at Muritgalè, Maung Shwe Thwè at Sepala, and Ma Cho at Chaungzôn, deserve to be specially mentioned for good work done.

Wagaru township having suffered much from sickness during the year, schools were less efficient, and decreases are recorded in attendance and Lower Primary passes.

Little work is done outside of Amherst village, where the three lay schools, conducted respectively by Miss Haswell, Ma Thin, and Maung Thain Ya, have done good work. In the first named the increase of IVth, Vth, VIth and VIIth Standard passes is satisfactory.

Work in *Yelamaing township*, an out-of-the-way locality, on the whole shows some improvement, though in Standard III passes a small decrease has taken place.

Schools now number 5, an increase of two, one being monastic, the other that established at Sè by the Rev. R. Halliday of the Scotch Mission to the Talaings.

The lay school of Maung Saing at the same village is well attended, as also the monastic school of U Ottama.

The educational condition of the Amherst district generally may be taken as one of promise, and there seems to be a fair desire for instruction.

The following thugyis and *ywalugyis* are mentioned by the Deputy Inspector of Schools as having assisted the schools in their villages by monthly contributions of Rs. 10 each :—

Maung Ta Dut (to the school at Tagundaing).
U Ywat, *Ywalugyi*, Wagaru.
U Nagaw, *Ayatlugyi*, Wèkalaung.

The village elders at Panga have also assisted the school of Maung Shwe Zwè.

The Itinerant Teachers Maung Ouk Pan (Wagaru), Maung Shwe Zin (Bilugyun), and Maung San Chain (Yelamaing) are specially mentioned for useful work done in their respective circles.

THATÔN DISTRICT.

Work in this district remained under the charge of Maung Tu, B.A., from the 1st April to the 31st July, and was then placed temporarily under Maung Sein, Itinerant Teacher, until on the 24th August Maung Tun assumed charge. On his going on long leave on the 1st January last, his place was taken by Maung Tun Aung, a certificated Teacher from the Henzada Municipal Anglo-Vernacular School.

The rewarding inspection was made by Maung Tun.

The results of the year's work, as indicated by the figures for schools, attendance, full passes, and grant earnings, are on the whole satisfactory, increases being found under nearly all the more important heads.

Schools (including private institutions) numbered 229 with a total attendance of 5,474. Of these, 54 with 2,605 children attending were "aided" and 22 with 461 children were "unaided."

"Aided schools" show an increase of 2; "Unaided" and "Private," decreases of 7 and 16 respectively.

Attendance in "Aided schools" was better than in 1897-98, but in those of other classes a falling off was found.

In *Thatôn town* little change has taken place, but the schools have made some progress and earned a larger grant than usual.

In *Kyaikto town* too better work has been done, and further improvement may be looked for.

Thatôn township has increased its earnings by Rs. 289-8 o and is doing fair work.

Maung Po Maung's school at Kyaikkaw continues to keep the lead, but has not yet reached the VIIth Standard.

The school carried on by U Ma La at Duyinseik is of some promise.

Kyaikto township educationally is still the weakest in the district, but has earned a trifle more than usual. The school at Wimpadaw, carried on by Maung Po Gyi, is the best, but is by no means so strong as could be wished.

In *Bilin village of Bilin township* the closing of the school of Maung Chit Pè, who has taken up trading as a more profitable occupation, largely contributed to the falling off shown in grants and passes. It is hoped that a school will be reopened in the village before long. Meanwhile in other localities work is going on steadily, and the schools at Kawkadut and Zókthôt villages are well maintained.

Martaban township continues to be a field of considerable activity and shows good progress, earnings having risen by more than 50 per cent. to over Rs. 1,000. The monastic schools continue to be the more important and have carried teaching to Standard V.

U Egga at Phalat and U Khèmainda at Kywèkyan again deserve notice for the work they have done.

Pa-an township has not done as well as usual and shows some decreases in passes and earnings, two lay schools having been closed. At Pa-an village the school of U Adaissa and at Pagat that of U Damasari are making some progress.

Hlaingbwè township shows no progress, but rather the reverse, grants having slightly decreased.

On the whole the condition of education in the district shows little change, but it is satisfactory to note that in 12 schools systematic elementary work (below Standard I) has been introduced.

TAVOY DISTRICT.

The figures for the year show that schools, public and private, number 153 against 206 of last year, a decrease of one only. Pupils in attendance have risen from 4,187 to 4,388.

It is to be regretted that in this district private schools are very numerous, being 114 this year against 155 in 1897-98, and that the children in them are more numerous, having risen from 2,272 to 2,947. The Deputy Inspector of Schools and the Itinerant Teachers are not doing all they might. This district needs much closer attention, and it is quite time better results were being shown.

These increases arise from the public schools (all on the aided list) having diminished in number from 51 to 39, their attendance, to a certain extent in proportion less, being 1,441 against 1,915 in the previous year. In efficiency also a falling off is seen, passes under Standards I and II (Lower Primary) having fallen by 221 to 374 and under Standards III and IV (Upper Primary) to 71, a loss of 24. In Standard V passes fell from 7 to 6, while Standards VI and VII with two and three passes show no change.

These losses arise from several causes, some of which are certainly discouraging.

In *Tavoy town* there is a loss, certainly heavy in Standard I passes, and a small falling off under II and III, which was caused by measles and other illnesses in the town, which affected the younger children largely and kept them from school.

The check is, however, but temporary; the schools are fairly efficient; they are working steadily and will no doubt make up the loss next year. The Itinerant Teacher should bestir himself more.

The condition of the district is less satisfactory and, indeed, anything but hopeful.

The population is largely agricultural, or engaged in fishing, and seems quite uninterested in secular education. The people are as a rule indifferent, and the monks in many places, it is said, hostile to anything but religious instruction, and especially to lay schools.

Two certificated Managers, who some three or four years ago opened schools among their own people and expected to meet with support, have been disappointed and given up work. A third, till lately assisted with a small salary as an experiment, has also failed to secure a regular attendance of pupils and will probably soon do the same.

Some other small schools opened at the instance of the Deputy Inspector at the more promising villages and carefully assisted by the Itinerant Teachers have been closed—some owing to the hostility of the neighbouring monks, others because the people could not be induced to keep their children at school.

In some localities the people prefer to send their children to the *kyaungs*, where no fees are charged, and in some of these some little progress has been made towards Standard II.

The general condition of education in the district is not promising. The special attention of the Inspector of Schools is called to it. The Assistant Inspector should make a thorough and searching tour, and report fully. I am of opinion that the Deputy Inspector and the Itinerant Teachers might do more.

MERGUI DISTRICT.

For the first three months of the year under report work in this district was under the charge of a Sub-Inspector of Schools, but after that was again placed wholly under the Deputy Inspector of Schools, Maung San Yè. He was away on leave from the 14th November to the 13th February last, his place being filled by Itinerant Teacher Maung Po Kin of Tavoy.

The figures for the district show some slight decreases in passes and earnings, the schools having been examined at a somewhat unfavourable period of the year as the Deputy Inspector had to finish his Tavoy work before going to Mergui.

Schools, 79 in number, include 26 aided, two unaided, and 51 private, with attendances of 1,152, 20, and 464 respectively.

Mergui town continues the centre of work, but has but 6 aided schools this year, one monastery having been occupied with funeral ceremonies, while one lay teacher, being unable to live by his school, closed it. Maung Shwe Yin and *Saya* Byaung continue to manage their schools very carefully.

Palaw township shows an increase of one school and rather higher earnings. The leading schools are those of U Kethaya and Maung Han Twè at Palaw village. *Mergui township* shows but little change, but in Tenasserim some improvement is seen in passes gained.

Maung U Hlaing, the Itinerant Teacher, appears to have done good useful work in these backward localities.

TOUNGOO DISTRICT.

Till the 27th July the Burmese schools in this district were immediately looked after by Sub-Inspector of Schools Maung Po Gywè, but on his promotion on that date to a Deputy Inspectorship they reverted to the care of Maung Pa Ha, the Deputy Inspector of the district.

The figures for the year on the whole point to progress secured in respect to schools, full passes, and earnings.

The total number of institutions are returned as 304 with 6,354 children attending, a small decrease of schools, but an increase in attendance.

Public schools (aided) were 57 as against 50 in 1897-98, their attendance 2,402, a rise of 605 pupils. Primary passes in Standards I, II, and IV showed satisfactory increases; in Standard III there was a falling off. Earnings rose by nearly Rs. 900.

Unaided public schools rose by 1 to 34, and were better attended, pupils having increased in number from 751 to 935.

Private unrecognized schools fell from 239 to 213, but had more pupils in them by 481.

Tantabin township is now the most backward, and has but one public school earning grants. That even has fallen off and appears to show no prospect of improvement.

Kyaukgyi township has done better and now has three schools earning grants and seven others on the list. At Kyaukgyi village that conducted by certificated Teacher Maung Maung and assisted by the pensioned *lugyi* U Mo, has improved and attained the IInd Standard.

Maung Gyaw U, a teacher at Innet (south), has about 40 pupils, whom he teaches in the house of a pensioned thugyi. In the same village the north quarter, which during the rains is cut off from the other, has a school promoted by the trader U Chait, which under Teacher Maung Tun Hlaing has reached the Ist Standard.

These evidences of progress are certainly gratifying.

In *Shwegyin town*, with an increase of one public school and a rise in attendance of 75 pupils, there is a falling off of 58 full passes, of which nearly half are in Standard III. These losses arise from the Assistant Teacher of one lay school leaving the place, to a lay Manager taking to other work and falling into disrepute as a teacher, and to certificated Manager Maung Po Kan's losing interest in his work and neglecting it.

Other lay schools are doing well, notably those of U Aung Myat under his son's care; Tsaya Wè, the best in the place and very popular; and Tsaya To, which, though a new one, is gaining ground steadily.

Shwegyin township as before has four aided schools, two of which are at Kwindala and one at Kyunsait at the south end of the township. They have not done as well as usual, though the last, that of U Egga Wantho, is well reported of.

Toungoo township has seven aided schools this year and shows some progress. The best are those of U Wilatha at Pitaw (where the IVth Standard could be reached, but for a disinclination to take up Geography thoroughly) and of U Nyaneinda at Kabaung, which it was hoped could be raised to the VIIth Standard, but has again fallen to the Primary Grade, and in which fair work has been done.

There are also eight unaided schools, none of which seem of much promise.

In *Toungoo town*, of 19 schools on the public list, 9 are aided and show some improvement as regards full passes. The IVth Standard was the highest reached. Of the five monastic schools, one only teaches up to Standard III.

Among the four lay schools, that of Maung Po Thaung is the best. It is working to the VIth Standard, and is a very fair specimen of what a lay school may become under intelligent energetic management.

Maung Po Pè, a promising young teacher, has this year the best attended school in the town, with IIIrd and IVth Standard classes at work.

Maung Lu Gale's school is not so well attended as usual. He is not taking the interest in his work that he should.

In Ôktwin township some improvement has taken place among the schools, increases being shown under all heads. Some old schools for various reasons have been closed, but their places have been more than filled by new ones.

At Kanyutkwin Maung Paw Ngè, a certificated Teacher, has this year raised his school to the IIIrd Standard, but, though the village is a large and prosperous one, the people take little interest in education.

At Pyu, a lay school opened at the railway village (a new locality) has already 60 children, while at Wègyi village, where the people show some desire for instruction, another has secured 40 pupils willing to pay fees.

Yedashè township also shows some progress. Its eight public aided schools have been better attended and gained more passes than in 1897-98.

Maung Po Ngè, a certificated Manager, had at Yedashè a school that met with some support from the people and was improving, but he has lately become an Itinerant Teacher in the Pegu district, transferring the school to a youth who has passed the VIth Standard and, though young, has so far carried it on fairly well.

Maung Pu's school at Myohla is well attended, the village being a large one without any monastic school affording secular instruction.

Mandalay Division.

The following are the general statistics of Burmese and Mahomedan schools for the Mandalay Division:—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	170			270			440			151			243			394			...	46
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	3,456	2,379	5,835	4,276	673	4,949	7,732	3,052	10,784	3,018	2,007	5,025	3,631	594	4,225	6,649	2,601	9,250	...	1,534
Full passes—I Full passes—II	1,013	693	1,706	...	...	...	1,013	693	1,706	1,095	776	1,871	...	...	...	1,095	776	1,871	165	...
Full passes—III Full passes—IV	236	132	368	...	...	...	236	132	368	243	148	391	...	...	...	243	148	391	23	. .
Results grants paid	Rs. 13,304									Rs. 13,148									...	156
Results grants earned ...	Rs. 13,595									Rs. 14,803									1,208	...
Certificated Managers ...	6									11									5	...
Itinerant Teachers	18									15									...	3
Certificated Assistant Teachers ...	...									1									1	...

In the Northern circle progress has been made. The schools are more efficient and the number of certificated Managers has more than doubled. Schools and pupils have decreased owing to many worthless schools having been transferred to the private list. This circle is thinly populated, and outside the headquarters of districts we find it almost impossible to get certificated Managers to open schools. For the first two years they have to rely for a livelihood on fees only, which amounts to about Rs. 3 or Rs. 4 a month. Even after results grants have been paid, the total income these men derive from their schools is very small. To encourage these men to open schools small salary grants are being given for two years. With regard to existing schools, the Managers are gradually becoming more efficient; at the same time there has been a tendency on the part of Itinerant Teachers to teach pupils rather than Managers. There is more work for the Itinerant Teachers in this circle than in many other parts of Burma. We have only 29 certificated Managers to 1,200 schools. Of these 29, very few are certificated for a Middle School, the majority having only passed the Primary Grade Teachers' Test. More Itinerant Teachers are needed, so that they can spend a longer time in each school without reducing the time devoted to spreading education. The districts in this circle are too thinly populated for any large increase either in schools, pupils, or in the number of passes gained yearly; but the efficiency of existing schools should gradually increase and there should be also a gradual increase in the number of aided schools and in the number of passes gained.

The Mandalay division shows progress. The number of passes gained by the Lower Primary standards has increased 10 per cent. Those gained by the Upper Primary standards have also increased. Mandalay town contributes chiefly to this increase. Schools and pupils have decreased for the reasons given in the remarks on each district.

It is satisfactory to note that the number of certificated Managers has increased from 6 to 11; but 11 certificated Managers only to 394 schools, show that there is much work for the Itinerant Teachers in the future. These men as a body need more thorough supervision by their Deputy Inspectors of Schools.

The schools are more efficient. Managers are taking more interest in their work for the work's sake and not with the object only of getting larger grants.

I am glad to say we have received more help from Subdivisional Officers and Township Officers than in past years. In backward parts these men are able by their influence to do much to advance education. We hope that the example set by some will be followed by all.

MANDALAY TOWN.

This town shows progress. Two years ago most of these schools had Managers who knew nothing and employed assistants to do the teaching. These assistants often taught in two or three schools. Schools have improved much during the past two years. We have now many schools well staffed and well equipped, and doing fairly good work. At the same time, the best of them stand second to many outside Mandalay town. This is not as it should be. School-managers have special advantages in this town. They have a Deputy Inspector of Schools and Itinerant Teachers on the spot, whom they can always consult. The average school is well attended and the income derived by Managers is far higher than that derived from the larger jungle schools. These schools should stand first in this circle. The method of teaching Arithmetic has improved. Geography still needs careful supervision by the Deputy Inspector of Schools. This subject is the cause of many failures. The number of public schools has decreased 19 per cent., due to many monastic schools having been transferred to the private list. These schools refuse the aid of the Itinerant Teacher and have no chance of securing passes without. I anticipate a still further decrease next year. There are 70 aided schools fairly well distributed, and these should be sufficient for the wants of this town. At the same time very many pupils attend and will continue to attend private monastic schools. In many of these schools the *pôngyis* will not receive even the Deputy Inspector of Schools. We can only hope that this state of things will gradually change as in other parts of Burma.

The number of passes gained by every standard has increased. The total number shows an increase of 12 per cent.

Kindergarten instruction has made progress, and has been introduced into most of the lay schools. This year 50 full passes were obtained, though only 5 schools earned full passes.

Certificated Managers have risen from 6 to 8. Two Managers passed Standard VII and one the Secondary Grade Teacher's test during the year under report. With four Itinerant Teachers, more Managers should have passed these tests. Three teachers out of eight were successful at the recent Drawing Examination.

The work of the Itinerant Teachers has not been satisfactory. They need more thorough supervision by the Deputy Inspector of Schools. They have confined their attention chiefly to teaching pupils instead of Managers. The Pupil Teachers also who have been under their tuition did badly at their yearly tests.

The *Western Division* is the most advanced and shows progress. Maung Gale's school has done good work and secured passes by Standard VII for the first time. Drill is well taught in three lay schools in this division.

The *Southern Division* also shows some progress. Drill is well taught in four lay schools. Maung San Hla Baw's is the leading school in this division. Both the Western and Southern Divisions are well provided with schools.

In the *Eastern, Cantonment,* and *Northern Divisions* education is backward and little progress has been made. These divisions need careful attention from the Deputy Inspector of Schools.

I am glad to say that Managers are beginning to take more interest in their work.

MANDALAY DISTRICT.

This district shows some progress. Public schools have decreased from 68 to 67, and the number of passes gained 11 per cent. The decrease in the number of passes gained is by Standard I only and is due to four lay school Managers closing their schools as the income derived was insufficient for a livelihood. Eight new schools were registered and five transferred to the private list. The number of pupils has increased 3 per cent. Almost the whole of the passes were gained by schools in the Amarapura and Madaya townships. Outside of these two townships education is very backward and shows little progress. Kindergarten instruction shows progress. This year 35 full passes were obtained against none for last year. This course of instruction has been partially introduced into 33 lay schools.

Some Managers are trying to improve themselves with the help of the Itinerant Teacher. This year four entered for the Teachership Examination, though only one was successful. The attention of the Itinerant Teachers for Singu, Madaya, and Patheingyi townships is called to the fact that no Managers have been presented for either the Standard or Teachership Examinations from these townships.

Of the three Itinerant Teachers, Maung Po Lin, Amarapura, has done fairly good work. Maung Chit Pe and Maung San Myin are warned to be more energetic. The schools in their sub-circles have not received the help they should have from them.

Schools are now better equipped with apparatus, and almost all Managers have now the prescribed text-books.

Amarapura township shows some progress. Kindergarten work has progressed. The number of passes gained by Standards II and III have also increased. Drill should be introduced into the larger lay schools.

Patheingyi township, one of the most backward, remains stationary. Only 12 passes by the Lower Primary standards were obtained.

Singu township gains 28 passes this year against 24 for last year. None were gained beyond Standard II.

Madaya township should have done better. The passes gained this year are less than last. The Itinerant Teacher is partly responsible for this.

U Teiktha's school, Madaya town, is doing good work.

In *Maymyo subdivision* there are only five unaided public schools. No passes were obtained. There is an opening for a good lay school at Maymyo. I hope to see one started here before long.

The work of the Itinerant Teachers and Pupil Teachers needs careful supervision on the part of the Deputy Inspector of Schools. He must get more work out of these men. Good supervision is especially necessary in this district as the majority of School-managers know very little and require much assistance.

Certain parts of the district, *e.g.*, Madaya and Lamaing, are very unhealthy in the rains and Itinerant Teachers suffer in consequence.

Of the Subdivisional and Township Officers, Mr. Cloney, Amarapura, Maung Maung Nyun, Myoôk, Madaya, and Maung Thin, Myoôk, Singu, have given us much help.

The following schools deserve mention:—

Maung Po's, Yattan;
Maung Aung Min's, Kaung-mo-kyè-thun;
Maung Ye Din's, Kyandan;
Maung Po Hla's, Ywèchubauk; and
U Teiktha's, Madaya.

BHAMO DISTRICT.

This district as a whole shows fair progress. The number of public schools has increased 6 per cent., pupils attending public schools 14 per cent., and the number of passes gained 14 per cent. At the same time the better schools should have shown more progress than they have. The attention of the Deputy Inspector of Schools is called to this and is requested to look more carefully into the work of Itinerant Teachers and to give School-managers more intelligent help. Kindergarten classes should have been introduced by this time into more schools and the efficiency of these classes should have been better. I regret to point out that no Manager has either passed Standard VII or the Teachership Examination. The schooling fee throughout this district is very small.

In *Bhamo town* public schools have increased by one and passes by 9. Most of the *pôngyis* in town still refuse to receive the help of the Itinerant Teacher. I note with satisfaction that a new school under a fully certificated Manager was lately opened. The school deserves support.

In the *Bhamo township,* while schools remain the same in number, passes have increased from 26 to 41. Passes were gained this year by Standard V. U Teika's monastic school, Kyungyi village, is doing good work and is the best school in the whole district. He takes great interest in educational work.

In *Shwegu township* public schools have increased from 5 to 7; passes remain almost stationary. No passes were gained beyond Standard III. Maung Gyan's school, Shwegu town, should have done better. The *pôngyis* as a body refuse the help of the Itinerant Teacher. Until we can induce them to have their schools registered, there will be little progress in this township outside of Shwegu town.

With regard to the work of the Itinerant Teachers, Maung Kyaw Zan, lately appointed to Bhamo town and township, has much to learn, and the results in Shwegu township do not speak well for the energy displayed by Maung Po Aung. I trust that what was seen and heard at the Vernacular Conference will show both the Deputy Inspector of Schools and Itinerant Teachers that more can be done by them for the schools in this district than has been done. The fact that only 124 passes were obtained and that there are only 19 public schools shows that the district is one of the most backward in Burma. Steps have been taken by the Deputy Commissioner, at the suggestion of the Inspector, to secure the co-operation of Subdivisional and Township Officers in spreading education.

KATHA DISTRICT.

This district, one of the most backward in Upper Burma, shows progress. The number of public schools, passes gained, and pupils attending public schools have increased 25 per cent., 36 per cent., and 34 per cent. respectively. Passes were obtained by Standard V for the first time. There is no school really efficient in the whole district, though Maung Kant's lay school, Katha town, and Maung Thin's school, Tigyaing, are doing good work, and the former shows progress. There is no reason why the schools at Katha town and Tigyaing should not hold their own with the better schools in other districts, if they receive intelligent supervision from the Deputy Inspector of Schools, and if the work of the respective Itinerant Teachers be satisfactory.

The schooling fee outside Katha town is practically *nil*. No Manager succeeded in passing either Standard VII or the Teachership Examination. The Kindergarten classes should have been introduced into more schools. In Maung Kant's school this class is doing fairly good work, but elsewhere the classes need careful supervision. The Itinerant Teacher (uncertificated) for Tigyaing can scarcely be entrusted with doing this, in that he himself has still to learn the work. The work of the Itinerant Teachers needs more thorough and intelligent supervision on the part of the Deputy Inspector of Schools. At the same time, I am glad to say that much has been done by the Deputy Inspector of Schools to spread education. Steps have been taken by the Deputy Commissioner, at the suggestion of the Inspector, to secure the co-operation of Subdivisional and Township Officers.

The people are very poor and are indifferent to education in most of the townships. Most of the *pôngyis* also refuse to have their schools registered. Many of them are quite indifferent to education and very ignorant.

Itinerant Teachers have large areas to cover, and during the rainy season it is almost impossible for them to travel. The unhealthy nature of the district necessitates these men taking leave more often than in other districts. Thus we see that they are unable to do what under ordinary circumstances we should expect them to do for the schools under their charge.

In *Katha township*, schools, pupils and the passes gained have all increased. Passes were gained for the first time by Standard V.

In *Tigyaing township* fair progress has also been made, but the work of the Itinerant Teacher in Tigyaing town has not been satisfactory. Passes were obtained for the first time by Standard V.

In *Mawnaing township* there are only four public schools. The passes gained have increased from 4 to 7.

In *Kawlin township* public schools have increased from 2 to 5, pupils from 24 to 74, and passes from 6 to 13.

In *Pinlebu township* there is only one public school with an attendance of 30 pupils. This school for the first time obtained passes by Standard I.

In *Banmauk township* schools have apparently increased from two to five, pupils from 14 to 87, and for the first time passes were gained by Standard I. The apparent increase in the number of schools is due to the amalgamation of Mansi township with Banmauk.

In *Manle township* there are three public schools, but no passes were gained.

Mawlu township shows no progress, schools, pupils, and passes being the same as last year. The prescribed text-books have found their way into most of the schools and have been of much help to Managers.

MYITKYINA DISTRICT.

This district, the most backward one in the Northern circle, shows progress. Public schools have increased from 9 to 13, pupils attending public schools from 193 to 279, and the passes gained from 26 to 53. Passes were obtained by Standards I and II only.

Education at present is confined almost entirely to Mogaung and Myitkyina towns.

In *Myitkyina township* schools have increased from three to six and for the first time passes were gained by Standard I. The Myitkyina valley school is the only school that succeeded in gaining passes. The people are Shans chiefly, and know very little of the Burmese language. The progress made in this township would have been better if Maung Gale, Itinerant Teacher, had been energetic. He has done little or nothing. The monastic schools of U Thathana and U Thawma have been neglected by him.

In *Mogaung township* schools have increased from six to seven, pupils from 159 to 164, and passes gained from 26 to 41. The passes gained were obtained in two schools only, namely, U Thubawga and Maung Tun Hla's in Mogaung town. Outside of Mogaung town the *pôngyis* refuse to have their schools registered and the people are indifferent to education. One lay school at Kamâing has been lately registered.

Maung Shwe Tun U, a certificated Assistant Teacher attached to Maung Tun Hla's school and paid by Government, should have done more for this school than he has. Both the Itinerant Teachers for Mogaung and Myitkyina townships need close supervision by the Deputy Inspector of Schools. Maung Mya Tha Gyaw, Township Officer, Mogaung, has been of much assistance to the Deputy Inspector of Schools in advancing education in Mogaung town. I hope the other Township Officers will follow his example. There are no schools worthy of special mention.

Ruby Mines District.

This district shows progress. The number of public schools has risen from 16 to 19, pupils from 313 to 345, and passes from 24 to 44.

The Deputy Inspector of Schools' examination of the schools at Mogôk unfortunately occurred during a great festival, or the number of passes gained would have been much greater.

As a result of the recent inspection of the district by the Inspector of Schools, four schools were registered, and should gain passes next year, namely, U Pandi's, Tagaung, Ma So's, Kyanhnyat, Maung Leik's, Mogôk, and Maung Kan Bya's, Möng Mit.

At present there is only one Itinerant Teacher for the whole district. Next year there are to be two, one for Mogôk and Möng Mit, and one for Thabeitkyin and Tagaung subdivisions. The district has scarcely been touched by a Deputy Inspector of Schools for some considerable time. The sub-circles of Shwebo and Ruby Mines districts is too large for one Deputy Inspector of Schools. An Itinerant Teacher should be specially appointed with the functions of a Deputy Inspector of Schools to assist. Maung Pan Nyo's school at Mogôk, with an attendance of 80 pupils and a schooling fee of Re. 1, is on the whole doing creditable work. The schools need more intelligent help from the Deputy Inspector of Schools and Itinerant Teacher than they have had. There is good material to work on at Môgok. No attempt has yet been made to introduce the Kindergarten course of instruction in all its branches into any school, though some partial passes were obtained. The Subdivisional Officer for Tagaung is doing much to try and spread education in his subdivision; we hope with success.

The Subdivisional Officer for Möng Mit has also been the means of starting a lay school at Möng Mit. Township Officers should follow their example. We hope to see schools opened at Kyatpyin, Myadaung, and Kyettagaung. Maung Tun Gyaw U, Itinerant Teacher, is warned to be more energetic. He needs more careful supervision by the Deputy Inspector of Schools.

Sagaing Division.

The following are the general statistics of Burmese and Mahomedan schools for the Sagaing Division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	233			184			417			218			76			294			...	123
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	3,569	1,882	5,451	2,455	119	2,574	6,024	2,001	8,025	3,584	1,781	5,365	973	102	1,075	4,557	1,883	6,440	...	1,585
Full passes I Full passes II	1,097	576	1,673	...	...	...	1,097	576	1,673	1,109	572	1,681	...	...	...	1,109	572	1,681	8	...
Full passes III Full passes IV	232	71	303	...	...	...	232	71	303	226	60	286	...	...	...	226	60	286	...	17
Results grants paid	Rs. 10,840									Rs. 11,088									248	...
Results grants earned	Rs. 11,912									Rs. 11,945									33	...
Certificated Managers	8									16									8	...
Itinerant Teachers	22									20									...	2
Certificated Assistant Teachers	2									...									...	2

This division shows progress. The number of passes gained remains about the same. Shwebo district shows an increase and the other districts a decrease in the number of passes gained. The number of schools and pupils in attendance have decreased for the reasons given in the remarks on each district. The schools are more efficient, and in certain parts Managers take a great interest in their work. This is most noticeable in Sagaing district.

Kindergarten instruction has made rapid strides in the Sagaing district, and progress has also been made in the Lower Chindwin district.

The number of certificated managers has increased from 8 to 16. We hope for a larger increase next year. I am glad to recognize the help we have received from the Deputy Commissioner, Sagaing, and from certain Subdivisional Officers and Township Officers in Sagaing and Shwebo districts. The result of the co-operation of Deputy Inspectors of Schools and Township Officers in these districts has done much for education.

Full details of the progress made in this division will be found in the remarks on each district.

SHWEBO DISTRICT.

This district shows progress. While schools remain about the same in number as last year, pupils have increased 13 per cent. and passes gained 32 per cent. No passes were gained beyond Standard V. Some of the schools have increased in efficiency, notably Maung Saing's and Maung Pyi Ton's, Shwebo town. Progress has also been made in the following monastic schools :—

U Pyinnyathura's, Kambauk.
U Nareinda's, Tabayin.
U Nayna's, Ye-u.

Both lay and monastic schools are now better equipped with the necessary school apparatus, text-books, &c. The Kindergarten course of instruction has been introduced into the better lay schools. In those of Maung Saing and Maung Pyi Zôn, towards the close of the year, this class was doing good work, but no full passes were obtained in any school.

In last year's report I called attention to the fact that some large villages along the river-bank were without any school I am glad to say that lay schools have now been opened at Malè, Kyaukmyaung, and Sheinmaga.

Of the School-managers only Maung Saing passed Standard VII, and none passed either the Secondary or Primary Grade Teacher's Test. This is not as it should be with only two certificated Managers in the whole district. Drill has not yet been introduced into any school

In *Shwebo town* satisfactory progress has been made. Pupils have increased from 266 to 315 and passes gained from 103 to 151. Maung Saing's school shows marked progress.

Shwebo township shows no progress. All of the seven public schools are lay. No *pôngyi* is willing to have his school registered. Maung Shein's school is a promising one.

Myèdu township also remains stationary.

Indaing, *Malè*, and *Ye-u townships* are the most backward. This year as last no passes were obtained.

Chaukywa township shows progress. Passes have increased from 28 to 40 and schools from 4 to 5. I am glad to note that a certificated Manager has opened a lay school at Zidaw village, but this school does not receive the support it should from the village.

Ye-u town shows little progress, though passes were for the first time obtained by Standard V.

Tazè township shows slight progress.

U Pyinnyathura's monastic school is responsible for most of the passes gained. Attention has already been called to the progress made by this school.

Mayagan township has only one school, U Nareinda's, which shows progress.

Shwegyin township also shows some progress, though still very backward. The passes gained have increased from 6 to 16.

Sheinmaga township shows good progress. Pupils have increased from 134 to 158 and passes from 17 to 47.

The district has suffered from constant changes in the Deputy Inspector of Schools. The supervision of Itinerant Teachers in the past has also been poor. The present Deputy Inspector of Schools, who took over charge in August last, will have much to do if satisfactory progress has to be made. School-managers need more intelligent help than they have had. I have to thank Maung Gyi, Myoôk, Sheinmaga, Maung Nya, Myoôk, Malè, and U Eithi, *Ywathugyi* of Kyaukmyaung, for having been the means of opening schools at Sheinmaga, Malè, and Kyaukmyaung. I hope that other Subdivisional Officers and Township Officers will take an equal interest in their respective circles.

SAGAING DISTRICT.

This district, the most advanced in Upper Burma, shows progress. Schools have decreased 20 per cent. This is due to many insignificant schools being closed owing to the reduction in rate of results grants, and unfortunately when the rate was again raised none of these Managers re-opened their schools. Pupils decreased 10 per cent. owing to these schools closing. The number of passes gained have increased by Standards IV and V, but decreased by Standards I, II, and III. The total number of passes gained decreased 7 per cent. In the Lower Primary standards this is due to the closing of 20 schools for the reason given. In this district festivals are continuously being held and pupils are taken away from schools to attend these. Sometimes these festivals are the cause of very few pupils being present at the yearly examinations.

Many of the schools are more efficient and many approximate to earning the merit grant. I am glad to note that Kindergarten instruction has made rapid strides. In many lay schools we find this class doing good work.

In March 1898 three lay school Managers passed the Primary Grade Teachers' Test, and during the year under report two passed by Standard VII and many sat for the Secondary Grade Teachers' Test. Managers have received much help from Maung Pyo Kyin, Itinerant Teacher for Myotha. One Manager passed the Primary Grade Drawing Examination in all branches. U Thila's monastic school, Sagaing, earns the merit grant and the following schools approximate to earning this grant:—

Maung Shauk Toe's, Myotha.
Maung Po Lu's, Sagaing.
Maung Lun Bye's, Tada-u.
U Ahdissa's, Alakappa.

In *Sagaing town* schools decreased from 11 to 10. Three were struck off the list and two new ones opened. Passes remain about the same as last year.

Mong Po Lu's school shows progress and U Thila's continues to do good work.

Drill is also being taught in three lay schools.

In *Sagaing township* five lay school Managers closed their schools owing to reduction in rate of results grants and to their being assessed to *thathameda* tax, and five monastic schools were newly registered. The township shows little progress.

In *Sadaung township* some progress has been made. The number of passes gained has increased from 63 to 85, and passes for the first time were gained by Standard IV.

Kyaukyit township shows little progress. Kindergarten classes have been opened in some lay and monastic schools.

In *Chaungu township* some schools show progress. U Areinda's, U Thuria's, and U Wara's monastic schools retrograded.

In *Myinmu township* no progress has been made. The work of the Itinerant Teacher was found unsatisfactory and he was removed. A lay school towards the close of the official year was opened in Myinmu town, and Government has given Rs. 400 as a building and equipment grant. This school will supply a long felt want.

Myotha township shows some progress, though both schools, pupils, and passes gained have decreased for the reason already given. Some schools have increased in efficiency, notably Maung Shauk To's. All lay schools have a Kindergarten class in all its branches.

Ava township also shows some progress. A few schools are more efficient, notably Maung Lu Bya's, Tada-u. All the lay schools have Kindergarten classes.

Of the Itinerant Teachers, Maung Po Kyin, Myotha, and Maung Kyun U have done good work. Maung Po Sin's work was found unsatisfactory and he was removed. Maung San Baw, Maung Po Aung, Maung Tun Hla (2), and Maung Tun Hla (1) have done fairly good work.

I am glad to recognize the assistance we have received from the Deputy Commissioner, Sheik Jaffer Hussein, Subdivisional Officer of Myotha, and Maung Su, Myoôk of Myotha. Maung Lu Maung, Myoôk, Kyaukyit, Maung Po Mya, Myoôk, Myinmu, and Mr. J. Hla Gyaw, Myoôk, Chaungu, have also taken an interest in education. Sadaung and Sagaing townships have received no assistance from their Township Officers.

LOWER CHINDWIN DISTRICT.

This district shows little progress. The year opened with 108 monastic and 40 lay schools. Forty-five monastic schools were transferred to the private list as they had no chance of ever securing passes. Six lay schools closed owing to the income derived being too small for a livelihood. Six lay schools were opened in different parts of the district and ten monastic schools were registered as public. The decrease in attendance is due to the transfer of so many monastic schools to the private list. There is a decrease of 6 per cent. in the number of passes gained, though passes for the first time were gained by Standard VII. The decrease in the number of passes is due in part to the closing of Maung Kyaw Ya's school and to sickness which prevailed in Mônywa township about the time of the yearly examinations. Want of energy on the part of Itinerant Teachers also accounts for this decrease. These men need more thorough supervision on the part of the Deputy Inspector of Schools. He must get more work out of them. School-managers have not received the help they should have.

Four Managers passed by Standard IV, but none by Standard VII or the Teachership Examination. I look for better results next year.

Kindergarten instruction has made good progress. Classes have been started in both lay and monastic schools, and 56 full passes were obtained against none for last year. Of these, 17 were obtained in monastic schools. The Managers of many of the lay schools can teach up to Standard I or II only. We hope by the appointment of probationary Pupil Teachers to enable the grades of these schools to be gradually raised, thus enabling them to secure passes by higher standards. The appointment of probationary Pupil Teachers in other districts has proved a success. The schooling fee in lay schools is very low, about two annas, and many pupils are admitted free. The average income derived from schooling fees is about Rs. 3.

The *pôngyis* in this district are not so strongly opposed to our system of education as they used to be. It is satisfactory to note that this year 10 monastic schools were brought on the public list.

Maung Chit Su's school is the best in the district and earns the merit-grant. This is the only school in which drill has been introduced. Thirty pupils passed by Standard I in this subject.

Mônywa town does not show progress. There is a decrease in both pupils and passes gained. This is due to the failure of Maung Po Tu's lay and U Thuzata's monastic schools. The *pôngyi* has devoted his time chiefly to preparing *upinzin* for the Patamabyan examination and neglected standard work.

Maung Pyo's and Ma Sein's schools show progress. The latter should develop into a really good school.

In *Mônywa township* the results are not so good as last year. This is due in part to sickness at the time of the annual examination and to the closing of Maung Kyaw Ya's school.

Budalin township shows some progress. The number of passes gained has increased 28 per cent., though none were gained beyond Standard III. Pupils also have increased from 561 to 622.

In *Salingyi township* no progress has been made. Maung Po So, the Itinerant Teacher, is partly to blame for this.

In *Kani township* fair progress has been made. Schools have increased from 12 to 15, pupils from 178 to 250, and passes from 39 to 52. None were gained beyond Standard II. The *gaingôk* and *gaingdauk* of Kani have done much to induce *pôngyis* to receive the help of the Itinerant Teacher.

In *Mintaingbin township*, the most backward in the district, there are no aided schools and only one public unaided school.

The Deputy Commissioner and Maung Paw Shan, Myoôk for Budalin township, have shown an interest in educational work. The former has visited many schools and advised Managers.

UPPER CHINDWIN DISTRICT.

This district does not progress.

The year opened with 68 monastic and seven lay schools. Of these, 64 monastic schools were removed to the private list as there never will be any chance of their securing passes. The *pôngyis* are unable to teach the subjects required and refuse the aid of the Itinerant Teacher. One new lay school was opened at Kindat.

The prospects in this district are not bright. The people are very poor, unwilling to pay schooling fees, and indifferent to education. There is therefore no likelihood of lay schools being opened, except at Kindat or Mingin. Unless we can induce the *pôngyis* to have their schools registered and to receive the help of the Itinerant Teacher, the number of schools will remain stationary. The *Thathanabyu Sadaw* of Indin and the *Gaingôk* of Mingin are both very influential men, and are strongly opposed to the registration of monastic schools. U Nyanawuntha of Kyundaw and U Ketu of Masein take a keen interest in education and have tried, but with little success, to enrol other *pôngyis*. With regard to lay schools, the Managers are unable to teach beyond Standards I or II and are too old for the Itinerant Teacher to be of much use to them. Pupils have to rely largely on what can be learnt from the Itinerant Teacher. The number of passes gained has decreased from 95 to 83. In certain townships at the time of the annual examination much sickness prevailed. In some schools more than half were absent at the examination from this cause; hence the decrease in the number of passes gained. Another reason is the poor work done by Maung Pe, Itinerant Teacher for Masein and Kalewa townships. This man has neglected his work. As I have already pointed out, pupils in lay schools have to rely on the instruction they receive from the Itinerant Teacher much more than in other districts where the Managers are more intelligent. Maung San Hla Dun, Itinerant Teacher for Legayaing and Kindat townships, and Maung Waing, Itinerant Teacher for Mingin and Taungdwin, have done creditable work, but the latter confines his attention too largely to registered schools. Private schools need more attention, especially those inland. The Itinerant Teachers in this district need more careful supervision. The attention of the Deputy Inspector of Schools is called to this. With regard to the different townships, Mingin shows some progress, due to the good work done in U Nyanawuntha's school. Passes were gained by Standard V for the first time.

Legayaing, Kindat, Masein, and Kalewa remain stationary, and in Uyu, Homalin, Thaungdut, Taungdwin, and Kabaw townships only private schools exist.

Subdivisional Officers and Township Officers in some districts have done much to advance and spread education. Owing partly to many changes in these officers in this district we have received very little assistance from them.

Meiktila Division.

The following are the general statistics of Burmese and Mahomedan schools for the Meiktila Division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools									Public schools										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	256			531			787			242			419			661			...	126
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	5,009	1,608	6,617	9,762	189	9,951	14,771	1,797	16,568	5,188	1,863	7,051	9,295	73	9,368	14,483	1,936	16,419	...	149
Full passes I } Full passes II } ...	1,617	551	2,168	...	...	...	1,617	551	2,168	1,586	617	2,203	...	...	...	1,586	617	2,203	35	...
Full passes III } Full passes IV } ...	311	54	365	...	...	...	311	54	365	373	69	442	...	...	...	373	69	442	77	...
Results grants paid ...	Rs. 14,619									Rs. 13,853									...	766
Results grants earned ...	Rs. 14,144									Rs. 14,517									373	...
Certificated Managers ...	...									4									4	...
Itinerant Teachers	20									16									...	4
Certificated Assistant Teachers	...									...									...	...

This division shows progress. The number of passes gained has increased by the Upper and Lower Primary standards. Pupils and schools have decreased for the reasons given in the remarks on each district. In Myingyan the progress made has been good. In Kyauksè and Meiktila some progress also has been made. The schools in the Myingyan district have increased in efficiency. The decrease of pupils and schools in this district will be only temporary.

There are only four certificated Managers in this division. The attention of the Deputy Inspector of Schools and Itinerant Teachers is called to this. Managers must have more instruction from Itinerant Teachers than they have had in the past, especially in the Kyauksè and Meiktila districts. The Deputy Commissioner, Myingyan, has shown a great interest in education, and we have received assistance in the Myingyan district from certain Subdivisional Officers and Township Officers. We hope for more help in the Kyauksè and Meiktila districts.

Full details of the work done and progress made for the year under report in this division will be found under the remarks on each district.

MEIKTILA DISTRICT.

The district shows some progress and is gradually recovering from the effects of the famine.

Public schools have decreased from 128 to 66, due to many being transferred to the private list or being closed. These schools are monastic and, until they are willing to receive the help of the Itinerant Teacher, have no possible chance of their securing passes. The falling off of the number of pupils is due to the decrease in the number of schools. At the same time the number of aided schools is only one less than last year. The number of pupils attending aided schools has increased and the passes gained have increased 6 per cent. The Kindergarten course of instruction has been introduced into most of the lay schools at headquarters of townships. Only in a few, however, has the course of instruction in all its branches been introduced. No full passes were obtained in any school in the district. Drill has also been introduced into some lay schools.

Maung Aung Gyaw is the only School-manager who has become certificated during the year under report. He passed both Standard VII and the Secondary Grade Teacher's Test. We hope to see more Managers appearing for these tests. The function of the Itinerant Teachers is to prepare Managers and their Assistants for these examinations.

The better supervision of Itinerant Teachers by the present Deputy Inspector of Schools has resulted in an improvement in their work towards the close of the official year.

Maung San Pe, Itinerant Teacher for Meiktila town, was successful at the Vernacular VIIIth Standard Examination, but has been far from energetic in his work. The work of Maung Hla Baw has improved. Maung Gyi, Mahlaing, who also passed the Vernacular VIIIth Standard Examination, has done creditable work. Maung Po Thike, Itinerant Teacher for Wundwin, should have done better.

The following schools deserve mention, but none are really efficient and none earn a merit grant :—

Maung Aung Gyaw's lay school, Meiktila.
Maung Thaung's lay school, Wundwin.
U Thawaka's monastic school, Mahlaing.
U Asara's monastic school, Thèdaw.
Maung So Pe's lay school, Thazi.

In certain parts of this district, especially Meiktila town, the *pôngyis* as a body are strongly opposed to registration or receiving any Government aid. At the same time some have been induced to change their views, notably U Thurani, a very influential *pôngyi*.

Meiktila township shows no progress. Passes decreased under every standard. The Itinerant Teacher is mainly responsible for this.

Thazi township shows good progress. Passes have increased from 123 to 187 and for the first time some were gained by Standard V. Maung So Pe's school, Thazi town, shows progress.

In *Mahlaing township*, the most advanced in this district, there is a satisfactory increase in the number of passes gained. U Thawaka's monastic school is the best in the township. Two new lay schools were also opened during the year.

In *Wundwin township* there is a falling off in the number of passes gained by the Lower Primary standards. The number gained by the Upper Primary and Middle standards is the same as last year. The Itinerant Teacher might have done more for this township than he has.

The district needs more thorough inspection and supervision by the Deputy Inspector of Schools. At Hlaingdet and towards Shanmange there are opportunities for opening schools. No Subdivisional Officer, Township Officer, or thugyi is mentioned as having shown an interest in spreading education.

KYAUKSÈ DISTRICT.

The district shows progress. The number of public schools has decreased from 44 to 30, due to the transfer to the private list of 14 schools. Of these 44 schools, only 31 were aided. The number of aided schools has decreased from 31 to 30. Pupils and passes gained have increased 7 per cent. and 24 per cent. respectively. No passes were gained beyond Standard VI. The schools that deserve mention are—

U Pandi's monastic school, Kyauksè town;
Maung Paw La's lay school, Ywamôngyi;
Maung Tha Aung's lay school, Kyauksè town;
The Roman Catholic Mission School, Chanthagôn.

Thinbôngyi and Kindergarten classes have been introduced into most of the lay schools, but no full passes were obtained. Drill has also been introduced into some lay schools.

U Einda is the only Manager who passed by the Secondary Grade Teacher's Test.

Of the Itinerant Teachers, Maung Shwe Pe, Kyauksè, Minzu, and Singaing townships, has done fairly good work. He has been the means of registering five new schools.

Maung San Dun, Itinerant Teacher for Myittha and Paukmyaing townships, should have worked with more energy. Paukmyaing township needs much more attention. Itinerant Teachers need more careful supervision.

In *Kyauksè town* progress has been made. The number of passes gained by almost every standard has increased. A new lay school for girls has lately been opened by Ma Ôn Mè, assisted by Ma Gyi Khin, both of whom are fully certificated. This school is the only one in the Northern circle with two fully trained teachers.

In *Minzu township*, the most backward in the district, some progress has been made. Schools have increased from five to seven, pupils from 74 to 111, and passes gained from 18 to 26.

In *Myittha township* fair progress also has been made. The number of passes gained has increased from 24 to 34. The number of schools is the same as last year. U Einda's monastic school shows progress. This *pôngyi* takes great interest in education, and was successful at the Secondary Grade Teachers' Test Examination.

Paukmyaing township shows no progress. Passes have decreased. The township needs more attention from the Itinerant Teacher.

Singaing township shows progress. Pupils and passes gained have increased 33 per cent. and 38 per cent. respectively.

In this, as in some other districts, Pupil Teachers do not receive the attention they should from Itinerant Teachers and Managers in preparing them for their yearly tests, nor is energy on the part of the Pupil Teacher insisted on.

No Subdivisional Officer or Township Officer is mentioned for having given any help.

MYINGYAN DISTRICT.

The number of public schools has decreased 19 per cent. and the pupils attending these schools 10 per cent. The number of passes gained also has decreased 5 per cent. The decrease in the number of passes occurs in Standards I, II, and III. The passes gained by Standards IV and V have increased. No passes were gained beyond Standard V, except by Pupil Teachers. The decrease in the number of schools and the consequent decrease in pupils and passes is due to parents withdrawing their children from schools to help in cultivating. For the past three years cultivators have suffered much from want of rain. This year rain has been plentiful and they hope by a special effort to recoup past losses. Pagan and Myingyan towns do well. I am glad to note that one Manager has passed Standard VII, two Managers the Secondary Grade Teachers' Test, and one Manager the Primary Grade Teachers' Test during the year. In all 20 School-managers appeared for either the Secondary or the Primary Grade Teachership Examination.

In Pagan and Myingyan towns the schooling fee is four annas; elsewhere it is two annas. The parents are so poor that in some schools it is difficult to realize even two annas. I am glad to say that the Kindergarten course of studies in all its branches has been introduced into 25 lay schools and a satisfactory number of passes obtained. Most of these Kindergarten classes are doing good work. This course of studies has been only partially introduced into all monastic schools, as the *pôngyis* object to paper-plaiting and modelling in sand.

Drill is being taught in 21 lay and six monastic schools, and on the whole good progress has been made in this subject.

There has been marked progress in the efficiency of many schools. Map-drawing and copy-book writing in some schools could not be better. The care taken in preparing notes of lessons by some Managers shows that they take a keen interest in their work. Two schools earn merit grants, namely, U Pandi's, Myingyan Town, and U Tezawunta's, Male. At the same time many schools approximate to earning this grant. Among the number may be included—

Maung Po Myaing's, Myingyan Town.
Maung Tha Yan's, Thamôngaing.
U Mala's, Wayôngôn.
U Thiri's, Tangakan.
Maung Po Thin's, Pagan.
Maung Paw Kywe's, Pagan.
U Pandissa's, Singu.

In *Myingyan town*, while the number of schools remains the same, there has been a large increase in the number of passes gained. The schools generally in this town have shown marked progress.

In *Myingyan*, *Natogyi*, *Taungtha*, *Salè*, *Kyaukpadaung*, and *Pagan townships* there has been a falling off in the number of public schools, pupils, and passes for the reasons already given.

In *Pagan town*, while schools remain the same in number, pupils increased 11 per cent. and passes 9 per cent.

The Deputy Commissioner, Major Parsons, the Subdivisional Officer, Mr. Pereira, and Maung Tin, A.T.M., Myoôk, Pagan, have taken a keen interest in education. I trust that many Subdivisional and Township Officers will follow their example. Lay school Managers like their schools to be visited by local officials.

Of the Itinerant Teachers, Maung Myat Tha Dun and Maung Pe Maung have done really good work, and the work of Maung Pan Nyo and Maung Ôn Khin has been on the whole satisfactory. Maung Kan Se is warned to be more energetic.

YAMÈTHIN DISTRICT.

The figures for the year indicate little change as regards schools, but show a largely improved attendance, consequent on the return of a large number of

families to their homes in the Pyawbwè and Yindaw townships, the rainfall during the year having been better than in the previous year.

Schools, public and private, number 571, the latter being 206 with an attendance of 1,763 children. They continue to be mere abodes of the "religious," upon whom the children wait, learning *Thinbôngyi* and *Mîngalathôk.*

The 59 aided schools (a decrease of 3), except in Standard I, have gained more passes, notably in Standard II. Standard III has a small increase of 6, while Standard IV as before afforded 19 passes only. Under Standard V there were but five. Education in the district practically is little more than Lower Primary.

Pyinmana town continues to be the most advanced, the best schools being those of Maung Po San, Maung San Win, and Maung Aung Dun.

Yamèthin town again shows progress. The schools of Maung Myo, U Ariya, and U Kèthaya deserve mention.

Yamèthin and *Pyawbwè townships* continue to make progress. The best schools are those of U Awthaba at Inbin; U Thandara, Taukkyangyin; and U Depa Theinkôn in Yamèthin township.

In *Pyawbwè* useful work is done by Ma Po Byu and Maung Po Oh.

Yindaw township has changed but little.

Lèwè township has made some progress, the school of U Mahainda, who has now 97 pupils and secured 44 passes under Standards I, II, and III, having greatly improved.

Kyidaunggan and *Pyinmana townships* have both fallen off in a small degree, sickness among the villages having hindered regular attendance at the schools.

Minbu Division.

The following are the general statistics of Burmese Indigenous schools for the Minbu division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	508			211			719			467			202			669			...	50
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.		
Pupils	9,109	1,445	10,554	3,602	43	3,645	12,711	1,488	14,199	10,725	1,155	11,880	3,444	88	3,532	14,169	1,243	15,412	1,213	...
Full passes—I Full passes—II	2,082	412	2,494	...	...	...	2,082	412	2,494	2,309	366	2,675	...	...	...	2,309	366	2,675	181	...
Full passes—III Full passes—IV	263	50	313	...	...	...	263	50	313	326	39	365	...	...	...	326	39	365	52	...
Result grants paid	Rs. 16,338									Rs. 14,852									...	1,486
Result grants earned ...	Rs. 16,535									Rs. 18,169									1,634	...
Certificated Managers ...	...									...									...	...
Itinerant Teachers	24									25									1	...
Certificated Assistant Teachers	...									...									...	..

The decrease in aided schools is due chiefly to the removal of those schools which have failed to pass in Arithmetic after qualifying in Burmese. *The fact that the number of pupils has increased by 1,326 shows how unimportant the loss of schools is.* The largest proportion of unaided schools is in Pakôkku and Thayetmyo, where 64 and 33 per cent. respectively of the public schools are unaided. In *Minbu* the percentage is less than 3, and in Magwe a little over 6.

Passes by the Upper and Lower Primary have increased. Passes gained by girls have decreased by 12 per cent. Magwe is the most backward district in female education. Only 35 passes were obtained. In Pakkôkku there were 151, in Minbu 109, and in Thayetmyo 110 in the Primary standards. There are 25 Itinerant Teachers at work in this division.

PAKÔKKU DISTRICT.

This district shows progress in many ways. Public schools have decreased by 10. Ten schools were found closed, 10 were transferred to the private list, and 10 were registered as public.

The decrease in the number of pupils is due to the decrease in the number of schools. Passes have decreased 13 per cent. This is due chiefly to the closing of three lay schools in Pakôkku town for reasons over which we had no control.

There are no certificated lay school Managers in the district and none qualified at the last examination. In the better lay schools Pupil Teachers do most of the teaching. This is not as it should be. We hope soon to see these figure-heads replaced by fully certificated Managers. With this object in view, when appointing Pupil Teachers, the Manager's son or daughter has the preference.

Kindergarten instruction has been introduced into 10 schools in Pakôkku town, and is doing good work in five. No full passes were obtained. This course of instruction should without delay be introduced into schools outside Pakôkku town.

The schools are now better equipped with the necessary school apparatus, text-books, &c. Drawing has been regularly taught in U Meda's school, Pakôkku town, and has also been introduced into three other lay schools. A knowledge of this subject is almost essential to teachers; both they and pupils should be encouraged to take it up. Two Itinerant Teachers were successful at the last Drawing Examination, one obtaining "Excellent."

Drill is regularly taught in U Meda's monastic and three lay schools. In Maung Kyin's school pupils drill very creditably. Calisthenics are also taught in one girl's school. A text-book on calisthenics in Burmese is needed. Needlework and weaving have also been introduced into one girls' school.

Of the schools in this district two earn merit grants, namely, U Meda's monastic school, Pakôkku town, and the E. W. M. School, Sadeiktan, Pakôkku town.

The progress made by certain schools in Pakôkku town is most marked. In U Meda's school the full Kindergarten course of instruction is being taught; also Drill and Drawing. Map-drawing is a special feature of this school. The following schools are worthy of special mention:—

U Parama's, Gangaw.
Maung Maung's, Pakôkku town.
Maung Tha Pu's, Pakôkku town.
E. W. M. Girls', Pakôkku town.
Maung Aung Myin's, Koyinywa.
Maung Po Wah's, Pônlaungyi.
U Kalayana's, Pyinchaung.

Maung Kyin's school, Pakôkku town, did badly this year. The Manager has neglected his work and left the teaching entirely to his staff. Pakôkku town secures more than half the passes gained in the whole district.

At Yesagyo town there is no good school, lay or monastic. Every effort has been made by the Educational Officers in this large town to establish a good lay school. The Deputy Commissioner says: "Yesagyo is a rising town and well-to-

" do place, and should certainly be able to afford a good school." Yet the Myoôk says that the villagers will not undertake to build the necessary school-building. This is a good opening for a lay school; also at Pauk, Gangaw, and Minywa.

The thugyi of Koyinywa has done much to advance education in his village. I regret that I cannot mention the names of any Subdivisional Officers or Township Officers.

Of the Itinerant Teachers employed, Maung San Win, Pauk, and Maung Kyaw Maung, Pakôkku, have done creditable work. Maung Chit Su, Yesagyo, and Maung Po Thein, Myaing, have not done well, nor have Maung Po Hla, Gangaw, and Maung On Pe, Seikpyu.

.Maung Wah, Itinerant Teacher for Yawdwin and Laungshe, joined his appointment in December 1898. These two townships need more careful work on the part of the Itinerant Teacher than they have had. The supervision of these men by the Deputy Inspector of Schools is now good and will result in their doing much better work. The results of the good work done by the Deputy Inspector of Schools will be more apparent next year.

Of the different townships, Laungshe is the most backward. Yesagyo and Tilin show some progress, though the latter is still very backward. There is a falling off in the passes gained in Pauk township owing to six monastic schools being found closed on the date of inspection. Pakôkku township, Myaing, Seikpyu, Gangaw, and Yawdwin townships remain stationary.

THAYETMYO DISTRICT.

The total number of schools and pupils in the district during the year under report was 343 and 6,157 respectively. The figures for last year were 371 and 5,775. The decrease in schools is entirely among private schools. Of these 343 schools, 100 are classed as public, 67 being aided and 33 unaided. The attendance in aided schools is 2,636 and in unaided schools 573, making a total of 3,209 as against 2,583. This increase is largely due to an increase in attendance in aided schools. The average attendance in public schools is 32, while that of private schools is 12.

The total number of pupils who obtained passes was 914 as against 803 last year. The percentage is 28 as compared with 31, the decrease being accounted for by the increase in public unaided schools, which have as yet no passes.

The first three standards show gratifying increases, particularly Standards II and III. The passes in Standard I only rose by 16, due to a serious falling off in Myedè township, where the examinations were held when the schools were thinly attended.

Standard VI is stationary, while the others show decreases.

Last year the success of Mindôn township was commented on. It has continued to improve, there being this year 216 passes in the first four standards as compared with 133 last year. With this is amalgamated the old Taingda township, which shows full passes by Standard I this year for the first time.

Thayetmyo town, Kama township, Allanmyo town, and Myedè township come next in order.

Minhla and Sinbaungwè townships are stationary, due to some extent to the slowness of the Itinerant Teachers in charge. Thayetmyo township is the most backward educationally, but even then the appointment of an Itinerant Teacher has already shown good results. Schools and pupils have increased; passes remain as before. It is still without an Itinerant Teacher of its own, at present sharing one with Thayetmyo and Allanmyo towns. If one can be appointed specially for the township, next year will show better results.

There were 335 girls in attendance as against 378 last year. The highest standard passed was the third this year as compared with the fifth last year. Passes fell from 123 to 110, and the percentage to the number of girls attending was the same.

Kindergarten classes were opened in 12 lay and one monastic school. Of these, four lay schools are creditable.

There were 35 Pupil Teachers during the year, of whom 14 were in the third year.

There were five Itinerant Teachers during the year. Maung Po Kan, Itinerant Teacher, Thayetmyo town and township, deserves special mention for his work. Mindôn township under Maung Po Tè has shown great progress.

The best schools are those of U Wilatha, Allanmyo; Maung Sa and Maung Shwe Ni, Thayetmyo; U Adeissa, Mindôn; U Mala, Ywataung; and U Oggantha, Budaung.

The following Civil Officers showed an interest in education,—Maung Shwe Da, Subdivisional Officer, *Minhla*; Maung Thaw, Myoôk, *Sinbaungwè*; Tun Ôn, Myoôk, *Kama*.

MINBU DISTRICT.

At the beginning of the year under report there were 564 schools (189 public) and 6,580 pupils (3,431 at public schools). Of these 189 schools, only four were unaided. The year closed with 165 aided schools, five unaided schools, and 3,738 in attendance on them. Private schools numbered 402 with 4,184 pupils.

This decrease in public schools is due to the removal of "Partial pass" schools from the list as they failed to improve their position. Legaing and Sidôktaya townships show the greatest losses in schools. The increase in attendance is due to the time of examination coinciding with those months when the schools are best attended.

Passes show increases in every Standard except VII. In Standards I and II they rose from 690 to 833. In Standards III and IV they rose from 51 to 100. In the Middle department they rose from 3 to 9. In the statement 402 partial passes are not included.

The total percentage of passes to pupils in attendance was 25, and, if partial passes be included, 36. This is a considerable improvement on last year. The increase of full passes as well as partial passes points to the fact that older schools are improving.

Salin and *Sidôktaya* townships have done well. The latter shows much promise. It has earned 21 full passes by Standard I this year for the first time.

Minbu town has improved, there being now passes by Standard V.

Legaing township shows a decrease in schools, pupils, and passes, due to the closing of six schools. The standard of examination reached the VIth. The township has not fulfilled the hopes which last year's results raised.

Salin town, although a large centre of education, has not progressed. It is in much the same position as last year.

Sagu township with fewer schools has more pupils and a considerable increase in passes.

Kyabin township has now been amalgamated with Salin township. Work throughout has been very good.

Female education shows a falling off. Pupils fell from 358 to 286 and passes from 132 to 110. The falling off is due to the closing of three lay schools in Legaing township and to fewer presentations in other schools. The number of passes by Standard III increased and there was one pass by Standard V.

Maung Po Mya, Itinerant Teacher, Salin township, and Maung Shwe Daung, Itinerant Teacher, Minbu Town, deserve commendation.

The Deputy Inspector of Schools, Yusuf Khandia, has done very good work during the year.

MAGWE DISTRICT.

The year opened with 590 schools (158 aided) and 7,045 pupils. Of the schools, 182 were public schools with an attendance of 2,935 pupils. At the end of the year there were 577 schools (150 aided and 10 unaided), with 8,530 pupils, of whom 3,480 attend public schools. In 1896-97 there were 607 schools and 9,468 pupils. The district has not yet recovered from the effects of the scarcity which helped to reduce both schools and pupils.

The average attendance on public schools is 21 as against 16 last year and 22 in 1896-97. Public schools have thus nearly regained their position. The attendance on private schools is 12 as compared with 10 last year and 12 in 1896-97. The falling off in schools then is due to the fact that a number of schools classed as private in 1896-97 have disappeared altogether.

The total number of passes is 570 as compared with 555 last year, showing a considerable falling off in the percentage of passes to attendance. The only decrease is in Standard II, where passes fell from 166 to 150. The standard of proficiency has for the first time risen to the VIIth Standard. Partial passes numbered 298, a decrease on last year.

Magwe, Yenangyaung, Myothit, and *Natmauk townships* have done well. Myingun township alone shows a serious falling off. There passes by Standard I fell from 90 to 30, although schools and pupils showed an increase. This is due to the falling off in presentations in Myingun village itself, where passes by this standard were 29 fewer than last year.

Taken as a whole the district has not advanced much; encouragement is still needed.

With regard to female education, it is to be regretted that the attendance of girls has fallen from 177 to 114 and passes from 49 to 35. The falling off was entirely in Magwe town and in Natmauk village. The highest standard passed this year is the third.

Of the public schools, 13 possess Kindergarten classes, and the Deputy Inspector of Schools reports that the *pôngyis* are generally anxious to take up the work.

Maung Ko, Myoôk of Myothit, gave us assistance in education.

The Itinerant Teachers of the district worked well.

Special classes.

38. The following are the general statistics of Mahomedan, Karen, and Tamil schools for the province:—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	496			111			607			488			142			630			23	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	10,187	5,534	15,721	2,056	674	2,730	12,243	6,208	18,451	9,958	5,167	15,125	2,306	765	3,071	12,264	5,932	17,196	...	255
Full passes I ... } Full passes II ... } ...	3,433	1,881	5,314	...	...	...	3,433	1,881	5,314	3,062	1,605	4,667	...	...	...	3,062	1,605	4,667	...	647
Full passes III ... } Full passes IV ... } ...	859	468	1,327	...	...	...	859	468	1,327	940	455	1,395	...	...	...	940	455	1,395	68	...
Grants paid	Rs. 35,925									Rs. 30,227									...	5,698
Grants earned	Rs. 39,747									Rs. 36,100									...	3,041
Certificated Managers ...	17									27									10	...
Itinerant Teachers ...	4									5									1	..
Karen Certificated Teachers ..	173									143									...	30
Certificated Assistant Teachers	7									1									..	6

(*a*) *Mahomedans.*

The following are the general statistics of Mahomedan schools:—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	26			29			55			21			35			56			1	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	740	155	895	696	214	910	1,436	369	1,805	593	116	709	580	148	728	1,173	264	1,437	...	368
Full passes I ... } Full passes II ... } ...	147	28	175	...	...	...	147	28	175	129	23	152	...	...	...	129	23	152	...	23
Full passes III ... } Full passes IV ... } ...	7	2	9	...	...	...	7	2	9	13	1	14	...	...	...	13	1	14	5	...
Grants paid	Rs. 245									Rs. 361									116	...
Grants earned	Rs. 427									Rs. 449									22	...
Certificated Managers ...	...									2									2	...
Itinerant Teachers	1									2									...	2
Certificated Assistant Teachers	...									...									...	...

There is only one Mahomedan school in Rangoon, the Madrasa Islamia. It is not in a satisfactory condition and receives very insufficient support from the Mahomedan community.

AKYAB DISTRICT.

The number of schools under inspection has increased from 18 to 29; those which actually earned grants this year have fallen in number from 15 to 11. There is a corresponding decrease of passes gained. The private schools in the district are very numerous, but they are for the most part private speculations and very short-lived. A bad paddy season closes schools and sends the school-masters back to Chittagong. These men are for the most part totally unqualified, and teach little but the Koran and a little Urdu. Two Itinerant Teachers were dismissed during the present year for neglect of duty. The prospects of Urdu education in Akyab are very slight.

RANGOON TOWN.

One school is still carried on and shows some slight improvement.

Its attendance has risen by seven pupils and its grants by Rs. 58. In all 112 pupils are receiving instruction. It has now reached the IIIrd Standard, and its curriculum includes Object lessons and Drill. The Manager and teachers deserve commendation for their success.

The condition and work of the Urdu Practising Class and the Mahomedan students of the Government Normal School are shown in the following statement:—

		1897-98.	1898-99.	Increase.	Decrease.
Schools	... ...	1	1	...	...
Pupils	... ...	22	22	...	...
Full passes	Standard I	1	7	6	...
	Standard II	5	2	...	3
	Standard III	3	3	...	...
	Standard IV	...	...	...	...
	Standard V	1	...	...	1
	Standard VI	...	3	3	...
	Standard VII	2	1	...	1

The Urdu Practising Class in connection with the Normal School, Moulmein, remained small during the year. The figures are given above. As the Urdu Normal School will cease at the end of the year under report, the Practising Class as a distinct department of the school will also disappear.

MOULMEIN TOWN.

Of the two unaided schools on the list at the beginning of the year with an attendance of 285 children, neither now remain. Both have been transferred to the Private school list as religious instruction alone is given.

YAMÈTHIN DISTRICT.

In this part of the Eastern circle four schools are reported, all unaided, with an attendance of 124 children, a decrease of five. Except that the attendance of boys has fallen by 16 and that of girls risen by 11, their condition remains unchanged, the repetition of the Koran and the study of Urdu in the usual way receiving their chief attention.

NORTHERN CIRCLE.

Mahomedan schools in this Circle are confined to Mandalay town, Thazi township, and Myèdu township (Shwebo). In these schools the pupils and teachers are Mahomedans, but the language taught is Burmese and not Urdu.

MANDALAY TOWN.

Shows a decrease of eight unaided schools. At the close of the year there were 4 aided and 12 unaided schools with an attendance of 182 and 277 pupils respectively.

MYEDU TOWNSHIP (SHWEBO).

Schools remain the same in number. The attendance has slightly decreased. At the close of the year there were four aided schools and one unaided.

THAZI TOWNSHIP (MEIKTILA).

There is one aided school with 35 pupils against 23 for the previous year.

(*b*) *Karens.*

The following are the general statistics of Karen indigenous schools:—

	1897-98.									1898-99.									Increase.	Decrease.
	PUBLIC SCHOOLS.									PUBLIC SCHOOLS.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	436			65			501			429			102			531			30	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	8,725	5,149	13,874	1,043	421	1,464	9,768	5,570	15,338	8,522	4,778	13,300	1,633	565	2,198	10,155	5,343	15,498	160	...
Full passes—I Full passes—II	2,983	1,762	4,745	...	...	...	2,983	1,762	4,745	2,662	1,506	4,168	...	...	...	2,662	1,506	4,168	...	577
Full passes—III Full passes—IV	797	441	1,238	...	...	...	797	441	1,238	866	427	1,293	...	...	...	866	427	1,293	55	...
Grants paid	Rs. 33,017									Rs. 27,331									...	5,686
Grants earned	Rs. 36,507									Rs. 32,999									...	3,508
Certificated Managers	12									25									13	...
Itinerant Teachers	...									3									3	...
Certificated Assistant Teachers	7									1									...	6
Karen Certificated Teachers	173									143									...	30

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Pegu Division.

The following are the general statistics of Karen Indigenous schools for the Pegu division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	96			49			145			99			52			151			6	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	2,404	1,335	3,739	875	313	1,188	3,279	1,648	4,927	2,420	1,385	3,805	946	342	1,288	3,366	1,727	5,093	166	...
Full passes—I Full passes—II	671	404	1,075	...	...	...	671	404	1,075	598	358	956	...	...	...	598	358	956	...	119
Full passes—III Full passes—IV	195	93	288	...	...	...	195	93	288	216	111	327	...	...	...	216	111	327	39	...
Grants paid	Rs. 8,882									Rs. 6,972									...	1,910
Grants earned	Rs. 8,166									Rs. 8,040									...	126
Certificated Managers	1									6									5	...
Itinerant Teachers	...									1									1	...
Certificated Assistant Teachers	...									...									...	...
Karen Certificated Teachers	82									62									...	20

Karen schools are found in the Hanthawaddy, Tharrawaddy, and Pegu districts. The total number of public schools is 151, of which 99 are aided, compared with 145, of which 96 were aided last year.

The number of pupils rose from 4,927 to 5,093. Passes fell from 1,075 to 956 in the Lower Primary standards and rose from 288 to 327 in the Upper Primary.

Certificated Managers rose from 1 to 6, while certificated Karen Teachers fell from 82 to 62, there being a decrease of 9 in Hanthawaddy, 6 in Tharrawaddy, and 5 in Pegu. The decrease is due to teachers leaving and to the operation of the new rules.

HANTHAWADDY DISTRICT.

The year began with 62 public schools and 2,063 pupils in attendance. It ended with 66 public schools, of which 38 were aided, and 2,131 pupils in attendance. The number of passes fell from 503 to 484. Every standard except the Vth, which remains as before, contributed to this decrease. The percentage of passes to the school attendance thus fell from 24 to 23. The decrease is almost entirely in Twante and Hmawbi townships. In both the non-Christian element is largely in the ascendant, and education has not progressed among them except where they are sufficiently near some Christian school to which their children can be sent. Notwithstanding the want of progress, the Deputy Inspector of Schools reports that the non-Christian Karens are really desirous of education. It seems therefore probable that hitherto sufficient means for improving themselves have not existed, and that, with the increased facilities now offered to them, education will begin to make continuous progress. Kungyangôn township has done creditably.

Female education is in much the same position as last year. The number of girls in attendance was 625 as against 611 last year, but passes have fallen from 181 to 164. The decreases are in Standards I and III, while Standards II and IV show increases.

THARRAWADDY DISTRICT.

Last year there were 30 public schools and 1,194 pupils; this year there are 29 schools and 1,140 pupils. Passes have fallen from 416 to 379, the decrease being entirely in Standards I and II, more especially in the former. Passes in the other standards have increased, especially in Standard III, where they number 75 as against 40 last year. The percentage of passes to children in attendance is 33 as compared with 35 last year. The falling off is in the Letpadan and Minhla townships, and is due to the prevalence of sickness in several villages, which either affected the attendance largely or, as in one case, led to the closing of the school.

Girls in attendance are nearly the same as last year, but passes fell from 153 to 133. The VIth Standard was reached by two girls.

PEGU DISTRICT.

The year began with 66 schools and 1,846 pupils. Of these, 53 were public schools (37 aided, 16 unaided), with 1,670 pupils in attendance. The year ended with 69 schools and 2,003 pupils. Of the schools, 56 are public (36 aided, 20 unaided), with an attendance of 1,822 pupils. The average attendance in public schools was 33 (last year 32), and in private schools 14 (last year 14). The number of passes rose from 474 to 523 (including 72 passes in the Kindergarten classes). The percentage of passes is the same as last year. All the standards show increases except Standards I and V. Fewer pupils were presented in Standard V. The decreases in Standard I are due to absence on account of illness.

The number of girls in attendance in public schools rose from 631 to 700 and passes by all standards from 172 to 210 (including 28 passes in the Kindergarten class). Three passed by the VIth Standard.

The three new schools this year added to the unaided list are all Buddhist Karen schools. In the district there are six aided Buddhist Karen schools and nine unaided, with a total attendance of 394 boys and 85 girls. Drawing has been successfully taught in four Karen schools in the district. A *Thinbôngyi* class has been opened in all the schools and 72 pupils passed as against 54 last year. Maung Kya Nyo, the only Karen Itinerant Teacher in the district, has worked well. Saya Aung Min and Maung San Te, *Padogwin*, Maung Byagale, *Kameit*, Maung Shwe Pu, *Yindaikpin*, and Maung Tar Man, *Sabudaung*, have taken a great interest in education.

Irrawaddy Division.

The following are the general statistics of Karen Indigenous schools for the Irrawaddy division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	252			...			252			239			4			243			...	9
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	4,210	2,904	7,114	...	...	...	4,210	2,904	7,114	3,773	2,51	6,284	27	25	52	3,800	2,536	6,336	...	778
Full passes—I Full passes—II	1,665	1,065	2,730	...	...	...	1,665	1,065	2,730	1,414	889	2,303	..	...	..	1,414	889	2,303	...	427
Full passes—III Full passes—IV	473	289	762	...	...	...	473	289	762	479	241	720	...		...	479	241	720	...	42
Grants paid	Rs. 16,952									Rs. 14,211									...	2,741
Grants earned	Rs. 20,691									Rs. 18,486									...	2,205
Certificated Managers ...	3									8									5	...
Itinerant Teachers	1									2									1	...
Certificated Assistant Teachers ...	.									1									1	...
Karen Certificated Teachers ...	74									65									...	9

The statistics show a decrease of 4 per cent. in number of schools, more than 10 per cent. in attendance, and 13 per cent. in number of passes. *The whole of the decline is in Henzada and Thôngwa.* The reasons for this are given below. In Bassein the improvement on last year's figures is very satisfactory; in Myaungmya, too, there has been progress. These two districts have had the benefit of much more thorough supervision than the other two; also the funds available for education have been proportionately much greater. As an experiment, Itinerant Teachers for Karen schools are being tried, but lack of money has rendered it impossible to extend the system very far as yet.

THÔNGWA DISTRICT.

Last year, in spite of a decline in numbers, more passes were gained than in the previous year. In 1898-99 there is a considerable decrease both in number of registered schools, attendance, and passes, except in the Upper Primary and Middle departments, where passes show a large increase. The dislocation of work caused by the suspension of the Sub-Inspector pending his trial is in a great measure responsible for this unsatisfactory condition of affairs. The present Officiating Sub-Inspector held charge for 180 days only. Some School-managers imagined, on the suspension of Maung Po Ni, that their schools would not be examined for grants and closed them. A more permanent cause of retrogression is the inability of Thôngwa district to provide much more than 50 per cent. of the grants actually earned. The small schools suffer most, and this fact explains the large decrease in Lower Primary passes, while passes by the Upper Primary grade show great improvement.

The number of schools is reduced from 82 to 65; pupils in attendance have fallen from 2,423 to 1,834; passes by the Lower Primary standard have fallen from 1,116 to 686; passes by the Upper Primary standard have increased from 152 to 200, and 16 pupils have passed by Standard V, as against 3 last year.

There are five non-Christian Karen schools in the Thôngwa district with 109 pupils. There are also 408 non-Christian Karens attending Christian schools. Passes gained by non-Christian Karens numbered 238, about 26 per cent. of the whole.

HENZADA DISTRICT.

This district is combined with Thôngwa under one Sub-Inspector. The arrangement is not a satisfactory one, as was noted in the last Annual Report. The same causes have been at work here as in Thôngwa district, and with similar evil results. The number of schools has diminished by 24 per cent., average attendance has diminished by 26 per cent., and passes have diminished by 30 per cent., the chief decrease being in Standards II and III. In Kanaung township five out of the six schools on the aided list have been withdrawn. The Sub-Inspector attributes their withdrawal to loss of faith in Government officials owing to the suspension of Po Ni; but states also that "the pastor, Maung Pe "Hlaw, *ordered the closing of the schools,* and advised the people to have only "Karen taught, to enable children to read the Bible and hymn-book for worship."

The Deputy Commissioner of Henzada says:—

"An ugly feature of the report is the compulsion brought to bear by religious teachers on some of the schools. Had the schools been properly supervised and their interests kept more at heart by the superintendents, the scandals disclosed by Maung Po Ni's case would not have occurred.

The Commissioner, Irrawaddy Division, has noted on this:—

"In this district at least, for some time to come, the full results grants earned should, as a means of restoring confidence, be paid, no reductions being made."

The Inspector of Schools, in his report on the Thôngwa district in July last, called attention to the inefficient control exercised by the Karen Missions over their schools.

With regard to the payment of full grants nothing can be done until the Deputy Commissioners find it possible to assign to education something approaching the amount budgeted for. The note by the Commissioner of the Irrawaddy Division on this point has been quoted above. In no district has it been more difficult to obtain money for education than in Henzada.

MYAUNGMYA DISTRICT.

The number of aided schools has risen from 38 to 48 during the year. This exactly makes up the ground lost last year. The number of pupils has remained almost stationary, the increase amounting to only 29. Passes gained show an increase of 31. It would be better if this district were separated from Bassein. The ground to be covered by the Deputy Inspector is very extensive, and Myaungmya is not a rich district and cannot well afford to pay Itinerant Teachers for Karen schools who might help the Deputy Inspector.

Karens show great interest in education. Some of the School Committees have invested their surplus funds. This must tend to give much greater permanence and stability to the schools.

The Rev. Father Iffley, the Rev. Father Bertrand, and the Rev. Father Cartreau, also the native pastors Maung Tha Chute, Maung Shwe Cho, Maung Aung Min, and Maung Shwe Htin, are especially earnest in their endeavours to promote Karen education in the district.

There are no purely non-Christian Karen schools in the district, but 15 of the 48 aided schools are attended by 297 non-Christian Karens. These have gained 101 full passes during the year.

The Deputy Inspector, Maung Tun Win, has done good work, but he is not sufficiently well known to the Myoôks and Subdivisional Officers, whom he should consult more on educational matters.

BASSEIN DISTRICT.

The report of the Deputy Inspector, Maung Tun Win, shows a satisfactory year's work. The number of aided schools has increased by 9 per cent., pupils in attendance by 10 per cent., and passes earned by 17 per cent. Progress might have been greater still if the Bassein and Myaungmya districts were made separate charges.

There are no purely non-Christian Karen schools in the district. Non-Christian Karens are found in 34 of the Christian schools. They number 586 and earned 175 passes. They show little interest in education. The American Baptist Mission at Bassein is endeavouring to open schools for them in their own villages, under Christian teachers paid by the Karen Christian community.

Maung Tun Win has submitted a good report. He has displayed energy and ability in his management of the district.

Tenasserim Division.

The following are the general statistics of Karen Indigenous schools for the Tenasserim division :—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	88			16			104			91			46			137			33	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	2,111	910	3,021	168	108	276	2,279	1,018	3,297	2,329	882	3,211	660	198	858	2,989	1,080	4,069.	772	...
Full passes—I Full passes—II	647	293	940	...	...	...	647	293	940	650	259	909	...	...	...	650	259	909	...	31
Full passes—III Full passes—IV	129	59	188	...	...	...	129	59	188	171	75	246	...	..	...	171	75	246	58	...
Grants paid	Rs. 7,183									Rs. 6,148									...	1,035
Grants earned	Rs. 7,650									Rs. 6,473									...	1,177
Certificated Managers ...	8									11									3	...
Itinerant Teachers	...									...									...	...
Certificated Assistant Teachers ...	6									...									...	6
Karen Certificated Teachers ...	17									16									...	1

A satisfactory rise has taken place in the number of schools—aided being more by 3, while unaided have increased by 30. Attendance has risen in proportion, namely, in aided schools from 3,021 to 3,211 and in unaided from 276 to 858. Full passes under Standards I and II have slightly fallen off, but under Standards III and IV show a good increase.

Toungoo district continues to be the field of the greatest activity and the source of the increases mentioned above, except as to unaided schools, to which Thatôn district makes the largest contribution. In this locality progress may be looked for, as a demand for instruction is gradually springing up among the Pwo-Karens, but qualified teachers conversant with the Pwo dialect are greatly needed.

In this division there has been a rise of three in the number of certificated Managers or assistants engaged in the work, who are now 11 in number.

Holders of Karen Teachers' certificates on the other hand, however, have decreased in number and are but 16.

Thus, Toungoo district, with 8 of these and 6 certificated teachers, absorbs the greatest share of the teaching agency.

Mergui district at present has no schools and is in the same condition as the Salween Hill Tracts.

AMHERST DISTRICT.

As before, five townships contain Karen schools; but in the Municipal town of Kawkareik there are two other monasteries at which Karen children attend.

The figures show decreases in passes under Standards I, IV and VI, the short payment of grants in the previous year having greatly discouraged school teachers, especially in Bilugyun, where the falling off was heaviest.

Maung Dwè's school fell to Standard III and, being ill-supported by the people, is in anything but a hopeful condition.

Attaran township is largely peopled by Sgau-Karens and a proportionate interest is taken in education. Aided schools now number 10 and have gained a larger number of passes. Maung Charles' well-managed school at Kya-in is the best in the township and earns about as much as all the others put together.

Haungtharaw township has done a little better than usual, but is not the field of any great activity. The people are chiefly Pwo-Karens and it is reported that they are taking more interest in education than formerly.

Wagaru township has no public school at present, the single one open last year having been closed for want of pupils.

Yelamaing township has still one school, but that is not in a hopeful condition, and, being ill-supported by the people, it must probably before long be closed, though the teacher is trying his best to keep it going.

In *Kawkareik town* the two monasteries are fairly well attended and teaching is carried on up to Standard II, under which there is an increase of full passes. In Standard I, however, there is a falling off. Beyond Standard II the monks and *upazins* are unable to teach at present.

THATÔN DISTRICT.

The Deputy Inspector reports that the people are beginning to take a greater interest in education, but that, though willing to contribute towards the support of schools, they are unable to secure efficient teachers for the remuneration the villagers are able to offer. Pwo-Karen teachers are especially needed, but are most difficult to obtain. Still it is hoped that in certain localities schools will before long be opened.

In all six townships Karens are found, and the total number of institutions is 217 with 4,202 children attending.

Public schools (aided) are 28 with an attendance of 967, a rise of four schools and 72 children.

Unaided schools are 18 with 388 pupils. These are working steadily, and but for the want of teachers some of them would probably have been successful.

In *Thatôn town* schools have risen to six, but in other respects there is a falling off.

One monk has thrown off the yellow robe, and his successor, though anxious to maintain and improve the school, has not yet secured the confidence of the people.

U Wiriya has the best school, and, being interested in teaching, his example has induced two other *pôngyis* to accept the departmental system.

The lay school carried on by a certificated teacher has been closed, hence the loss of full passes.

Thatôn township has more schools and shows some progress. More would have been done but for the want of teachers.

Buddhist Karens begin to show some desire for education, but are not inclined to pay much for it.

Taungthu schools are numerous, but do little real work.

Maung Cho, a certificated teacher of Deinbarein, has opened a school at that place which has some prospect of success.

Maung Tu Lapan, certificated Manager at Inwaing, has been obliged to reduce his school to the Primary grade.

Pa-an township is largely peopled by Pwo-Karens living in comparatively large villages; nearly all are Buddhists, but in some a demand for instruction is springing up. Of 14 schools which are classed as public, eight were aided, but, owing to the irregular attendance of their younger pupils, secured fewer Ist and IInd Standard passes than last year, though in Standards III, IV and V increases are shown.

Maung Thaw Meik's school has been well kept up, and has done much good among the Buddhist Karens.

Hlaingbwè township.—The four public schools classed as aided have been working much as usual, but, owing to a want of teachers, up to the IVth Standard only. The population being largely Buddhist, is not very keen on education.

Martaban township.—One public aided school has been closed for want of a teacher. The two remaining have secured fewer passes than usual; they only reach Standard II.

TOUNGOO DISTRICT.

Schools have risen in number by one and are 78, of which 14 with 212 pupils are private.

Public aided schools show a decrease of one and are 43, but have been better attended, the number of pupils being 1,674. Full passes show increases except under Standards IV and V, and earnings are greater by over Rs. 900.

Unaided schools have risen to 21, with 348 scholars.

Thus in public institutions the attendance, which last year showed a decrease, has almost recovered itself.

The difficulty of providing for the employment of qualified teachers is still met with. Only eight holding Karen Teacher's certificates could be entertained and there was but one certificated teacher managing his own school.

The employment of one or two Karen Itinerant Teachers was contemplated, but funds could not be provided.

In *Toungoo town* work has been carried on with vigour and the S. P. G. (Girls') and Roman Catholic Mission Schools have made satisfactory progress. In all three schools much attention is paid to the proper study of Burmese.

Tantabin township schools have done good work. Of 17 public schools 15 were aided, and having secured more passes under all standards except Standard IV earned Rs. 470-12-0 more than in the previous year.

The schools at Bawgalegyi and Shazèbo, which have Elementary and Secondary classes (to Standard VI) have done praiseworthy work during the year.

Laitho township also shows progress, its 19 aided schools earning Rs. 464 more than in 1897-98, Standard II alone showing a falling off in full passes.

The schools, however, only reach the IVth Standard.

Kyaukgyi township has four schools and only three of them are aided. They have fallen off much and villages being small and scattered are not in a very hopeful condition.

Ôktwin township with three aided schools has made progress and shows a larger number of passes up to Standard II with a proportionate increase in earnings. The schools being under the American Baptist Mission, on passing this standard pupils go on to the Central School, Toungoo.

The following information regarding non-Christian Karens is interesting.

Pegu Division.

The following statement gives the statistics of Christian and non-Christian Karen schools:—

		1898-99.			
		Christian Karens.		Non-Christian Karens.	
Schools (public)		85		66	
		Boys.	Girls.	Boys.	Girls.
Pupils		1,265	908	2,101	819
Full passes	Standard I	163	120	181	70
	Standard II	110	102	144	66
	Standard III	101	62	61	23
	Standard IV	36	20	18	6
	Standard V	15	4	2	1
	Standard VI	3	5	1	...
	Standard VII	...	...	...	...
	Total passes	428	313	407	166

The total number of non-Christian Karen schools in the Pegu division is 66 compared with 85 Christian Karen schools. The passes in all standards in the non-Christian schools amounted to 407 boys and 166 girls; those in the Christian Karen schools to 428 boys and 313 girls. The difference in passes is not considerable except in the case of girls. This is due to the fact that the non-Christian Karens do not understand the necessity of educating girls to the same extent as the Christians who have come under missionary influence. The figures show a considerable desire for education on the part of the non-Christian section of the Karen community, which will probably avail itself largely of the increased facilities offered to its members to qualify as teachers.

Hanthawaddy district has by far the largest proportion of non-Christian Karen schools. No fewer than 36 out of a total of 66 public schools are returned as Buddhist. In Tharrawaddy and Pegu there are three and six respectively.

There is a good field for school work among this section of the Karens and the effect of the new rules for teachers which have been issued for them will be watched with interest.

Tenasserim Division.

Non-Christian.

Toungoo district is largely peopled by Christian Karens and the Deputy Inspector of Schools reports that all existing schools are under Christian management and unattended by Buddhist children. He states that though in Kyaukkyi township Buddhist villages are found the people do not desire schools, and that two in existence last year have been closed.

In the *Amherst district* there are many non-Christian villages, some of considerable size, but it is not always that the people are found united in their desire for a school, and even when they are and a school is opened, the marked reluctance to pay fair fees or to send their children regularly is almost fatal to success.

Teachers might in large places get along with a small fee-income could they count on their pupils being found up to the mark when examined. But irregular attendance leads to failure, the teacher is disheartened and gives up work.

Any deduction made from grants earned is of course felt the more severely.

Thatôn district also contains many non-Christian Karens living in large villages, chiefly in Pa-an and Hlaingbwè township. Though becoming more desirous of instruction, many difficulties stand in the way. To those already mentioned as hindering work in Amherst district must be added that arising from the fact that as a rule the people are ignorant of the Sgau-Karen dialect, while qualified teachers acquainted with the Pwo language are very difficult to get. In both districts there is a certain amount of hesitation felt in sending children to schools conducted by teachers professing Christianity.

The following statement shows the number of schools attended by Christian and non-Christian Karens with statistics relating to attendance of pupils, passes gained, &c. :—

		1898-99.			
		Christian Karens.		Non-Christian Karens.	
Schools (public)		74		63	
		Boys.	Girls.	Boys.	Girls.
Pupils		1,374	748	1,615	3,325
Full passes...	Standard I	222	115	217	35
	Standard II	141	96	70	13
	Standard III	105	49	23	9
	Standard IV	31	12	12	5
	Standard V	18	9	2	2
	Standard VI	17	3	...	...
	Standard VII	...	...	...	...
	Total	534	284	324	64

Irrawaddy Division.

The following statement gives the statistics of the Christian and non-Christian Karen schools :—

		1898-99.			
		Christian Karens.		Non-Christian Karens.	
Schools (public)		243			
		Boys.	Girls.	Boys.	Girls.
Pupils		2,542	1,850	1,258	686
Full passes...	Standard I	501	384	312	165
	Standard II	425	271	176	69
	Standard III	246	148	77	28
	Standard IV	132	71	24	...
	Standard V	26	13	9	4
	Standard VI	...	...	...	...
	Standard VII	...	...	...	...
	Total	1,330	887	598	266

There are 239 aided Karen schools in the Irrawaddy division, and no non-Christian schools, but there are 1,944 non-Christian pupils attending Christian Karen schools. Non-Christian Karens attending Christian schools number 611 in Bassein, 528 in Henzada, 453 in Thôngwa, and 352 in Myaungmya. The proportion of passes to attendance shows that in Christian schools the non-Christian Karen children are not inferior to their Christian class-mates. No statement of the number of Christian schools attended by Buddhist Karens in Henzada and Thôngwa was received from the Deputy Inspector. In Bassein 34 and in Myaungmya 15 Christian schools have non-Christian Karen pupils.

(c) *Tamils and Telugus.*

The following are the general statistics of Tamil schools:—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	34			17			51			38			5			43			...	8
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	722	230	952	317	39	356	1,039	269	1,308	843	273	1,116	93	52	145	936	325	1,261	...	47
Full passes, I } ...	303	91	394	...	...	...	303	91	394	271	76	347	...	...	...	271	76	347	...	47
Full passes, II }																				
Full passes, III }	55	25	80	...	...	...	55	25	80	61	27	88	...	...	...	61	27	88	8	...
Full passes, IV }																				
Results grants paid ...	Rs. 2,663									Rs. 2,535									...	128
Results grants earned	Rs. 2,813									Rs. 2,658									...	155
Certificated Managers	5									...									...	5
Itinerant Teachers ...	...									...									...	...
Certificated Assistant Teachers.	...									...									...	...

The falling off in schools and pupils is in Hanthawaddy and Moulmein. Rangoon, with a small increase, has maintained its position in results. The decrease in the Lower Primary standards is to be regretted. It is not counterbalanced by the increase in the Upper Primary standards.

Hanthawaddy District.

There were nine aided and six unaided schools at the beginning of the year. Numbers have fallen to ten aided schools. There is a loss of 94 pupils, equivalent to a decrease of more than 36 per cent. Passes have consequently fallen from 71 to 47. This is a disappointing result. Schools were removed to the unaided list as Managers were unable to pass by the second standard. The loss of the Lutheran Mission School, Kyauktan, affected passes greatly. Although the grant earned was only Rs. 369, only Rs. 254 could be paid. All Tamil schools are more or less struggling for existence, and a reduction in the grant discourages Managers greatly.

The Tamil teachers of the district need an Itinerant Teacher, who will give them assistance in their work. There are no qualified Managers.

The difficulty of establishing schools among the Tamils, who are mostly agriculturists, has been commented on in previous reports.

Rangoon Town.

Schools aided are 21, unaided 1; total 22, as in 1897-98. Attendance, 785 and 68 pupils respectively, shows a small rise of 66. Full passes are practically the same as before, the net result being a loss of earnings amounting to Rs. 6-4-0. There are also nine private schools with 136 children attending them. The scarcity of qualified teachers continues to hinder improvement.

Three mistresses qualified under Madras standards were employed; one of the higher, two of the lower grade. They are said to have done useful work. Of the other teachers working in Rangoon 10 sat for the Vernacular Teachers' Test, one only succeeding in passing it, which does not say much for their ability.

The schools that may be mentioned as having done steady work are those of the American Baptist Mission Tamil Mission under Mariammal, Marimuthu Pillay, and Hannah Solomon in the Sudder Bazaar. At present work is confined to the Primary course, chiefly under Standards I and II; but, as an Itinerant Teacher will be at work next year, it is hoped that work under Standards III and IV will become more extended.

Moulmein Town.

Tamil schools have decreased in number, chiefly owing to Managers giving up work because teaching could not secure a livelihood. There are now six aided

and three unaided schools with 143 and 51 pupils attending respectively. In the former full passes show a decrease in almost every standard, Standard IV alone having risen by two. Grants earned have fallen by over 25 per cent. Qualified teachers do not appear to be obtainable at the remuneration available and there is no prospect of increase in the fee-incomes of the schools.

MANDALAY TOWN.

Two schools have been registered as public during the year under report. The American Baptist Mission Vernacular Tamil School, Mandalay, is the only aided one. This school secures for the first time passes by Standard I. Drill is also taught and pupils were successful in this subject. Some full passes were also obtained by the Kindergarten standard. The pupils attending these two schools are the children of domestic servants who cannot afford to send them to the Anglo-Vernacular Tamil school.

(*d*) *Kachins.*

The following are the general statistics of Kachin schools for the year under report:—

	1897-98.	1898-99.			Increase.	Decrease.
Schools	1	1			...	...
Pupils	54	45			...	9
		Boys.	Girls.	Total.		
Full passes—I } Full passes—II }	18	17	3	20	2	...
Full passes—III } Full passes—IV }	9	8	3	11	2	...
Full passes—V } Full passes—VI } Full passes—VII }	4	...	...	...	...	4
Grants paid	Rs. 215	Rs. 331			116	...
Grants earned	Rs. 331	Rs. 358			27	...
Certificated Managers	...	...			...	...
Itinerant Teachers	...	...			...	...
Certificated Assistant Teachers	...	...			...	...

The American Baptist Mission Kachin School at Bhamo is the only Kachin school in Burma recognized by Government. This school shows progress. There are no village schools. We hope before long to see many schools registered. There is certainly a good opening among the Kachins. The one difficulty experienced now by the Superintendent at Bhamo is to retain pupils in the plains. The opening of schools on the hills by trained teachers will supply a long-felt want. With a Normal School for training teachers this is now possible.

(*e*) *Chins.*

The following are the general statistics of Chin schools for the year under report:—

	1897-98.	1898-99.			Increase.	Decrease.
Schools	1	6			5	...
Pupils	65	128			63	...
		Boys.	Girls.	Total.		
Full passes—I } Full passes—II }	21	40	14	54	33	...
Full passes—III } Full passes—IV }	4	16	2	18	14	...
Full passes—V } Full passes—VI } Full passes—VII }	3	4	2	6	3	...
Grants paid	Rs. 534	Rs. 267			...	267
Grants earned	Rs 267	Rs. 591			324	...
Certificated Managers	...	...			...	...
Itinerant Teachers	...	...			...	...
Certificated Assistant Teachers	...	...			...	...

The work among the Chins is carried on in Sandoway and in Thayetmyo by the American Baptist Mission; but it is very poor indeed. The central schools are weak and the village schools very few in number and not well supervised. I think a great deal more might be done towards establishing village vernacular schools. English for these people I think quite unnecessary.

The question of extending education to Chinland proper has been taken up. An opening is to be made this year, and I hope to report on the result next year.

(*f*) *Talaings.*

The following are the general statistics of Talaing schools for the year under report:—

	1897-98.									1898-99.									Increase.	Decrease.
	Public schools.									Public schools.										
	Aided.			*Unaided.*			*Total.*			*Aided.*			*Unaided.*			*Total.*				
Schools	...			13			13			10			26			36			23	...
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Pupils	...	...	...	532	...	532	532	...	532	270	10	280	602	...	602	872	10	882	350	...
Full passes—I Full passes—II	...	...	...	...	...	...	...	...	...	90	...	90	...	...	...	90	...	90	90	...
Full passes—III Full passes—IV	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grants paid	...									...									...	...
Grants earned	...									Rs. 432									432	...
Certificated Managers	...									...									...	...
Itinerant Teachers	...									...									...	...
Certificated Assistant Teachers ...	...									...									...	...

AMHERST DISTRICT.

Five townships contain Talaing schools (namely, Attaran, Zaya, Bilugyun, Wagaru, and Yelamaing), in all 140 public (aided and unaided) and private institutions. In 1897-98 public schools numbered 9, with 376 children, but none were able to earn any grants. In the year under report progress was made and six schools attended by 171 pupils proved successful and secured 78 passes under Standard I, earning Rs. 312.

At the same time unaided schools have risen to 17 (though with a decrease of 42 children in their attendance), some of which may be expected to prove ready for examination at the next inspection.

Private schools have decreased by 13 and their attendance by 153, the figures being 116 and 1,872 respectively.

It would appear therefore from the foregoing figures that few schools remain to be enlisted at present, but that there is some tendency to improvement in those now carried on.

The six successful schools are those of—

U Badda Wantha, Kado (22 passes).
U Goona Cinga, Tarana (6 passes).
U Adaippa, Kulado (17 passes).
U Nalagiri, Muritgale (22 passes).
U Thuwanna, Kawdut (7 passes).
U Yawkateza, Yelamaing (4 passes).

The Sub-Inspector of Schools has been diligent and careful in his work.

He mentions the following as having used their influence on behalf of Talaing education :—

Maung Po Min, Myoôk, Attaran.
U San Ya, *Sekkè*, Bilugyun.
Maung Shwe Gyo, *Taikthugyi*, Ye-myoma.
Maung Shwe Gyaw (Kamakè).
Maung Aung Tha, Panga.
Maung Du Dut, Khayôn.
Maung Shwe Zee, *Lugyi*, Muritgale.

THATÔN DISTRICT.

Pa-an and Martaban townships only are returned as containing Talaing schools, which in all number 39. In the year under report three with 72 children in attendance rank as "aided;" nine with 268 pupils as "unaided," though following the proper course; and 27 are private with 591 children attending.

The three aided schools secured 12 passes under Standard I, the equivalent earnings being Rs. 120.

Their Managers are U Nanda at Zathabyin, U Kema at Khata, U Weyama at Paung; passes gained 12, 9, and 9 respectively.

A fourth school, though placed on the list last year, was unable to present candidates owing to the monk having been fully occupied with matters other than teaching.

This school with two brought up from the private school list of Pa-an and five from that of Martaban township now stand on the public school list as unaided. Some of the Managers (monks) being ignorant of Burmese, desire that their pupils may be examined through the medium of Talaing, but this can hardly be encouraged.

The Sub-Inspector mentions the following officials and others as having shown interest in education among the Talaings:—

Maung Gyi, Myoôk, Thatôn.
Maung Po Yait, Myoôk, Paung.
Maung Than Nyo, *Taikthugyi*, Dorain, Wèpatan.

SECTION VI.

SPECIAL INSTRUCTION.

39. Under this head come—

A.—Training schools for teachers.

B.—Technical schools.

C.—Professional schools.

40. The following are the statistics for the last two years:—

Class of institution.	1897-98.		1898-99.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	2	143	4	142
Training schools for mistresses	4	84	5	84
Law schools	1	17	...	...
Engineering and Survey schools	22	498	22	491
Industrial schools	1	27	1	36
Other schools	12	341	12	361
Total ...	42	1,110	44	1,114

41. A.—TRAINING SCHOOLS FOR TEACHERS.

Name of school.	1897-98.		1898-99.	
	Schools.	Pupils.	Schools.	Pupils.
Normal School, Moulmein	1	67	1	49
Normal School, Baptist College, Rangoon	1	76	1	76
Normal School, American Baptist Mission Burmese Girls' School, Kemmendine.	1	35	1	32
Normal School, St. John's Convent, Rangoon	1	13	1	14
Normal School, St. Mary's S.P.G. Girls' School, Rangoon ...	1	15	1	20
Normal School, American Baptist Mission, Moulmein ...	1	21	1	13
Normal School, Roman Catholic Mission, Myaungmya ...	...	...	1	5
Normal School, American Baptist Mission (Kachin), Bhamo	...	...	1	12
Normal School, English Wesleyan Mission, Mandalay ...	...	...	1	5
Total ...	6	227	9	226

The Normal schools of the province are placed, for the purpose of uniformity in supervision, under Mr. Wedderspoon, Inspector of Schools, Central Circle.

The work of the Normal schools is hampered by the necessity for teaching the pupils the ordinary work of the standards along with the professional work. It is probably impossible to induce students who have passed the Entrance Examination to join the Normal schools in sufficient numbers to supply the wants of the province on the Anglo-Vernacular side. Under the three years' training system it was absolutely impossible. Proposals have, however, now been made to allow such students to complete a course of theoretical and practical training in one year, a concession which is likely to attract more of this class. Further proposals have been made to provide for more elasticity in the course, the brighter students completing their training in two years, with a third year's special work if they desire it. A reduction in the number of text-books will enable this to be done without any loss of efficiency.

The Anglo-Vernacular Normal schools are not well attended. The Government school at Moulmein was very far short of its maximum attendance. It is to be hoped that the new rules will attract more students.

In my opinion, it is absolutely necessary to insist on teachers who are hereafter to be appointed having passed through a Normal school. So long as there are other avenues to the teaching profession, which require nothing more than the passing of written examinations, so long will men prefer them to spending two years

in the Normal school. A large number of teachers throughout the country are still uncertificated, notwithstanding the expiry of the term allowed them to qualify. All of these, unless exempted for special reasons, should be required to qualify at the latest by January 1900.

The Vernacular Normal schools are better attended, and the supply of teachers will be improved by the sanction given to send to the Normal school at Moulmein Pupil Teachers who have satisfactorily completed their apprenticeship in lay schools throughout the country. The higher work of the Normal school should prove stimulating to those, who will be presumably the best of the younger teachers of the province. Many of the Itinerant Teachers now serving have never had a Normal school training. As vacancies occur these appointments will be reserved for Normal school students.

The number of Normal schools shows an increase of three. New schools were opened during the year in connection with the Roman Catholic Mission, Myaungmya (Vernacular), the American Baptist Kachin Mission, Bhamo (Vernacular), and the English Wesleyan Mission, Mandalay (Vernacular).

42. The following are the results of the annual examination of the first and second year Normal classes:—

(*a*) *Anglo-Vernacular.*

Name of school.	Secondary Grade.								Primary Grade.							
	1897-98.				1898-99.				1897-98.				1898-99.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein ...	2	2	7	6	6	4	1	1	...	...	...	...	...	...	...	...
St. John's Convent Normal School, Rangoon ...	2	2	3	3	4	4	2	2	...	...	...	..	...	...	...	...
Baptist Mission Normal School, Rangoon ...	10	10	11	9	18	8	9	5	7	7	11	11	8	4	9	6
Total ...	14	14	21	18	28	16	12	8	7	7	11	11	8	4	9	6

(*b*) *Vernacular.*

Name of school.	Secondary Grade.								Primary Grade.							
	1897-98.				1898-99.				1897-98.				1898-99.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein ...	9*	9	4	4	20*	19*	9*	9*	...	...	...	...	...	...	...	...
Morton Lane Girls' School, Moulmein ...	...	...	2	2	5	5	1	1	3	3	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon ...	4	3	6	6	3	3	3	3	...	...	...	...	...	...	...	...
A. B. M. Burmese Girls' School, Kemmendine, Rangoon.	13	13	12	12	5	5	12	11	...	...	...	...	...	...	...	...
St. Mary's S. P. G. School, Rangoon ...	8	5	4	4	6	6	7	2	...	...	...	...	...	...	...	...
R. C. M. School, Myaungmya	...	...	...	...	5	4	...	...	...	...	...	...	...	...	...	...
A. B. M. Kachin School, Bhamo	...	...	...	...	4	4	2	1	...	...	...	...	...	..	...	...
E. W. M. School, Mandalay	...	...	...	...	...	...	...	...	...	...	...	...	5	5	...	...
Total ...	34	30	28	28	48	46	34	27	3	3	...	...	5	5	...	...

*Includes Urdu candidates.

(*a*) *Anglo-Vernacular Normal Schools.*

The number of schools under this head remains the same. The total number of students in the first and second years was in the secondary grade 40, as against 35 last year. Of these 24 passed.

The subject of school management is not properly taken up. Pupils attempt far too much in the way of committing to memory. The result is that any question requiring general knowledge is hardly attempted. This method of study further shows its weakness in the ability of candidates to write a good "notes of a lesson."

The only Primary grade Normal school is in connection with the Baptist College, Rangoon. Of 17 pupils presented for examination, 10 passed. Last year all the candidates passed. This year candidates had evidently learned much of the text-book by heart. The pupils have worked, but on the wrong lines.

(*b*) *Vernacular Normal Schools.*

These have increased by three during the year, the Roman Catholic Mission Normal School, Myaungmya, the American Baptist Mission Kachin Normal School, Bhamo, both of the Secondary grade, and the English Wesleyan Mission School, Mandalay, of the Primary grade. Morton Lane Normal School did not send up any Primary grade candidates this year.

There were 82 Secondary grade candidates, of whom 73 passed. This is a creditable result. There were five Primary grade candidates, all of whom passed.

43. The results of the Final Teachers' Test, as far as the Normal schools are concerned, are here given :—

Name of school.	Anglo-Vernacular.									Vernacular.								
	Secondary grade.					Primary grade.				Secondary grade.					Primary grade.			
	1897-98.		1898-99.			1897-98.		1898-99.		1897-98.		1898-99.			1897-98.		1898-99.	
	Presented.	Passed.	Presented.	Passed.	Qualified by the Primary grade.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Qualified by the Primary grade.	Presented.	Passed.	Presented.	Passed.
Government Normal School, Moulmein.	10	4	7	3	...	...	...	...	...	17*	15*	4	3	...	...	...	...	...
St. John's Convent Normal School, Rangoon.	7	1	8	5	1	...	...	...	..	...	...	...	...	...	...	...	...	...
American Baptist Mission Girls' School, Kemmendine, Rangoon.	...	...	...	...	.	..	...	...	...	9	2	14	3	7	..	...	...	...
Morton Lane Girls' Normal School, Moulmein.	...	...	..	...	...	...	..	...	...	4	4	2	1	1	13	7	5	2
American Baptist Mission Normal School, Rangoon.	8	6	9	7	1	6	3	11	8	2	...	6	6	...	...	...	...	...
St. Mary's Normal School, Rangoon.	...	.	...	...	...	...	...	...	...	3	...	7	2	2	...	...	...	...
Total ...	25	11	24	15	2	6	3	11	8	35	21	33	15	10	13	7	5	2

* Includes Urdu candidates.

The above table shows the number of students from Normal schools who appeared for the Final Examination held by the Educational Syndicate.

(*a*) *Anglo-Vernacular.*

Secondary grade.—The Government Normal School, Moulmein, sent up fewer pupils, but passed a larger percentage. St. John's Convent Normal School has improved its position considerably. The Baptist College Normal School has done better than last year.

Primary grade.—The Baptist College is the only school of this class. It has done better both in presentations and passes than last year.

(*b*) *Vernacular.*

Secondary grade.—The fall in passes here is due solely to the few presentations in the Government Normal School, Moulmein, and the fall in passes in the American Baptist Mission Girls' School, Kemmendine. There were only three passed by this grade, but seven were allowed a Primary grade pass. St. Mary's

Normal School passed two in this grade, while two were allowed passes by the Primary grade. I am glad to see a beginning made. A better teacher must be procured if good results are expected. The Baptist College passed all its pupils—a very satisfactory result.

Primary grade.—Morton Lane Normal School, Moulmein, sent up five pupils, of whom two passed.

44. The following table shows the result of the Final Theoretical Tests for Teachers' certificates of the Anglo-Vernacular and Vernacular Secondary and Primary grades held in March 1899 (*outside candidates not trained at any Normal school*) :—

Grade of examination.	Number of passes.	Divisions.		Government schools.		Municipal schools.		Grant-in-aid schools.		Deputy Inspector of Schools.	Clerks.	Itinerant Teachers.	Certificated Assistant Teachers.	Lay School-managers.	Students from lay schools.	Pupil Teachers.	Unemployed candidates.
		First division.	Second division.	Teachers.	Students.	Teachers.	Students.	Teachers.	Students.								
Higher grade ...	5	1	4	...	...	1	...	3	1	...	...	...	...	...	...	...	...
Anglo-Vernacular Secondary grade.	31	1	30	...	...	6	...	22	1	1	1	...	...	...	...	...	...
Anglo-Vernacular Primary grade.	30	...	30	...	...	8	1	19	2	...	...	...	...	...	...	...	...
Vernacular Secondary grade (Burmese).	49	...	49	...	...	1	...	2	...	...	...	9	5	13	8	10	1
Vernacular Primary grade (Burmese).	26	...	26	...	...	...	...	...	...	...	...	...	5	18	2	...	1
Vernacular Secondary grade (Tamil).	1	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Vernacular Primary grade (Tamil).	1	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Total ...	143	2	141	...		16	1	48	4	1	1	9	10	31	10	10	2

The number of passes under this head is 143, of which two are in the first division and 141 in the second division.

Five candidates passed the Higher grade, 31 candidates passed the Anglo-Vernacular Secondary grade, 30 candidates passed the Anglo-Vernacular Primary grade, 49 candidates passed the Vernacular Secondary grade (Burmese), 26 candidates passed the Vernacular Primary grade (Burmese), one candidate passed the Vernacular Secondary grade (Tamil), and one candidate passed the Vernacular Primary grade (Tamil).

One candidate in the first division, Higher grade, is from the Baptist College, Rangoon. The other candidate in the first division, Anglo-Vernacular Secondary grade is from the Municipal School, Kyangin. The rest are all in the second division.

Passes were gained as below :—

(*a*) Sixteen teachers and one student from Municipal schools.

(*b*) Forty-eight teachers and four students from Grant-in-aid schools.

(*c*) One Deputy Inspector, Karen Schools.

(*d*) One clerk from the office of Inspector of Schools, Western Circle.

(*e*) Nine Itinerant Teachers and 10 Certificated Assistant Teachers from different districts.

(*f*) Thirty-one Lay School-managers, 10 students from lay schools, and 10 Pupil Teachers from different schools.

(*g*) Two unemployed candidates.

45. The following statement shows the percentage of passes for the Final Theoretical Tests in the examinations for Teachers' certificates for the past two years:—

Grade of examination.	1897-98.						1898-99.					
	Presented.		Passed.		Percentage of passes.		Presented.		Passed.		Percentage of passes.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Vernacular Primary ...	295	42	76	9	25·8	21·4	200	32	25	4	12·5	12·5
Anglo-Vernacular Primary ...	75	5	27	2	36·0	40·0	99	20	29	9	29·2	45·0
Vernacular Secondary ...	195	27	41	8	21·0	29·6	236	41	59*	12*	25·0	29·2
Anglo-Vernacular Secondary ...	63	11	29	5	46·0	45·5	69	22	32†	15†	46·3	68·1
Anglo-Vernacular Higher ...	4	...	3	...	75·0	...	8	1	4	1	50·0	100·0
Total ...	632	85	176	24	27·8	28·2	612	116	149	41	24·3	35·3

* In addition, ten qualified by the Primary grade. | † In addition, two qualified by the Primary grade.

46. The following table shows the number of Pupil Teachers employed during the years 1897-98 and 1898-99 in each division, with the results of the examination:—

Division.	Number of Pupil Teachers.						Number of passes.					
	1897-98.			1898-99.			1897-98.			1898-99.		
	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.
Arakan	7	3	...	5	6	...	5	...	...	1	...	...
Tenasserim	19	17	...	27	12	12	14	6	...	15	7	...
Pegu	36	23	15	42	30	14	24	11	6	28	15	2
Irrawaddy	37	33	...	43	29	18	30	8	...	22	18	2
Meiktila	19	15	...	36	13	6	15	7	...	27	11	...
Minbu	33	23	...	40	24	18	22	18	...	28	15	5
Mandalay	15	15	...	31	12	10	13	15	...	11	1	2
Sagaing	29	12	...	23	19	8	17	4	...	12	10	...
Total ...	195	141	15	247	145	86	140	69	6	144	77	11

Eastern Circle.

The Pupil-teacher system in the Eastern Circle of inspection on the whole has afforded satisfactory results. Care has been taken to place the lads in schools where they would be closely looked after by the Managers under the guidance of the Itinerant Teachers. As a rule Managers have done fairly what was required of them, while with few exceptions, the Pupil Teachers have done steady diligent work, and many bid fair to become good practical teachers. The total number employed was 64, that is, in Tenasserim division 51 (27 first year, 12 second year, and 12 third year), and in Yamèthin district of Meiktila division 13 (9 first year and 4 second year).

It is to be regretted that no third year Pupil Teacher was found able to pass the final test; twelve sat for the examination. It is difficult to account for so general a failure, as they are nearly all working in schools of more than average efficiency and appeared to be working earnestly.

In Tenasserim the first and second year passes were 15 and 7 respectively—a fair result. In Yamèthin the figures were eight and four (there being but one failure, a first year Pupil Teacher), a result decidedly creditable to those who have had charge of these young men.

U Kètumala, Kawkami, Amherst, Maung Po San, Pyinmana, Maung Po Min, Moulmein, Maung Shwe Yin, Mergui, Maung Yan Wè, Shwegyin, and

Maung Po Thaung, Toungoo, may be mentioned as having very carefully looked after their Pupil Teachers.

The various Itinerant Teachers also, as a rule, have done the same.

CENTRAL CIRCLE.

The Pupil-teacher system has in general worked well. They are only now appointed to certain schools where the Managers can train them well. There are one or two still attached to unsatisfactory schools, but no new ones are being appointed to such schools.

In this circle there were 145 Pupil Teachers during the year under report. Of these, 66 were in the first year of their apprenticeship, 48 in the second, and 31 in the third. Of those in the third year only six passed their final test. Of these, four were in the Thayetmyo district, a result that is creditable to Maung Tun Zan U, the Deputy Inspector of Schools there. Prome passed one out of six sent in and Tharrawaddy one out of two sent up. Pegu and Hanthawaddy are the worst districts in respect of Pupil Teachers. This cannot be regarded as a satisfactory result, but it is due to the ignorance of both Pupil Teachers and Managers regarding proper methods of study. Results will likely improve year by year. Of 66 first year candidates 39 passed, and of 48 second year candidates 25 passed. Of the third year candidates who passed, four have also passed the Seventh Standard.

WESTERN CIRCLE.

The Pupil-teacher system works satisfactorily. Many schools would be unable to carry on the work without this form of aid. Rather more Pupil Teachers were employed this year, but many of them were withdrawn from the list by the closing of schools. The total number of passes by the three years' tests was the same as last year.

In the Arakan division there were five teachers in the first year of their apprenticeship and six in the second year. Of these only one passed his examination. The result is not creditable to the Deputy Inspectors and their Itinerant Teachers. In the Irrawaddy division there were 43 teachers in their first year, 29 in their second year, and 18 in their third year. Of these, 22 passed by the first year's test, 18 by the second year's test, and two by the third year's test. Except the last, these results are fair. The two who passed by the third year's test came from U Ottama's School, Pantanaw, from which school also came two of the successful candidates in the second year's list, and one of those who passed by the first year's test. Myaungmya district passed 16 candidates in all, a higher total and a higher percentage than any other district in this division, though not so good as the results last year in this district. Much credit is due to Maung Po Win, the Deputy Inspector of Schools, and to his Itinerant Teachers.

Amongst the School-managers who have shown especial care and success in training Pupil Teachers, U Ottama of Pantanaw with his certificated Assistant Teacher Maung Po Khin, U Pyinnya and U Tezawunta of Ngathainggyaung, Ma Hnin Hlaing of Bassein Town, Maung Meit of Dedayè, and Maung Po Seit of Yandoon, deserve mention.

NORTHERN CIRCLE.

There were 168 Pupil Teachers employed in this circle against 100 the last year. Of these, 79 were successful at their yearly examinations. This result should have been better.

Of the different districts satisfactory results were obtained in only Pakôkku and Lower Chindwin districts and fairly satisfactory results in Myingyan, Meiktila, and Kyauksè districts. The results in Mandalay Town and Sagaing district were bad, and in the remaining districts poor results were obtained. There is no excuse for Mandalay Town, where Itinerant Teachers have little or no travelling. The attention of the Deputy Inspector of Schools for Mandalay Town is called to this bad result. The result of the work of Itinerant Teachers in this town must be more carefully looked into in future from time to time. More thorough half-yearly inspections are needed.

B.—TECHNICAL SCHOOLS.

(*a*) *Industrial.*

47. *American Baptist Mission Bghai-Karen School, Toungoo.*—The following are the results of the year's work:—

Subjects.	1897-98. Passes.				1898-99. Passes.			
	IV.	V.	VI.	VII.	IV.	V.	VI.	VII.
Printing	3	...	1	...	6	1	...	...
Book-binding	1	1	2	1	3	1	1	1
Carpentry	6	3	...	...	3	4	1	...
Blacksmith	...	...	...	...	...	...	...	...
Weaving	6	1	...	...	7	3	...	...
Tinsmith	...	...	...	...	5	...	...	...
Total ...	16	5	3	1	24	9	2	1

This school has not done all it should. The blacksmith department at the time of examination was closed for want of a proper foreman instructor. In other departments the work was moderate. Additional and necessary plant had been ordered and was supposed to be on the way, but at the end of the year had not arrived. The supply of ordinary tools is fair. The attendance has improved, and at one time was as high as 43, but at the inspection it was 36 only, chiefly owing to the smithy not being at work.

The Roman Catholic Mission School at Chanthagôn has not begun work as yet.

48. The following table shows the passes in weaving:—

Name of school.	1897-98. Passes.				1898-99. Passes.			
	IV.	V.	VI.	VII.	IV.	V.	VI.	VII.
St. Joseph's Convent (Vernacular), Mandalay.	25	12	19	...	11	10	...	15
English Wesleyan Mission Girls' School (Vernacular), Mandalay.	21	4	2	...	17	4	3	1
English Wesleyan Mission Girls' School, Pakôkku.	...	...	...	...	5	...	...	...
Total ...	46	16	21	...	33	14	3	16

There is a falling off in the number of passes gained. The weaving class in the English Wesleyan Mission Vernacular Girls' School is doing good work. In St. Joseph's Convent Vernacular School the instruction given should be better. Pupils are not prepared with the whole prescribed course for the different standards.

(*b*) *Kindergarten and Slöjd.*

49. *Kindergarten.*—The average attendance at the various classes was as follows:—

Schools.	1897-98.		1898-99.	
	First year.	Second year.	First year.	Second year.
Government School, Moulmein	19	5	14	2
Baptist College (Alôn), Rangoon	15	9	11	13
Union Hall School, Rangoon	18	18	14	18
American Baptist Mission Pwo-Karen School, Bassein ...	6	...	7	...
American Baptist Mission Morton Lane Girls' School, Moulmein.	14	10	13	15
St. Joseph's Convent, Moulmein	8	14	9	8
Methodist Girls' School, Rangoon	12	16	13	13
St. John's Convent, Rangoon	16	10	16	6
St. Mary's S. P. G. Girls' School, Rangoon	23	17	17	9
American Baptist Mission Girls' School, Kemmendine ...	19	16	10	9
Diocesan Girls' School, Rangoon	25	1	9	15
St. Joseph's Convent, Mandalay	40	10	55	15
Total ...	215	126	188	123

EASTERN CIRCLE.

Kindergarten.

The Union Hall Tamil School, Rangoon. These classes continue to be carried on very successfully, but a larger average attendance could be wished for, especially in the first year division.

Vocal music has been introduced (Tonic Sol-fa) with considerable success, and appears most popular.

St. Joseph's Convent, Moulmein, gives careful attention to the Kindergarten department, and secures good results, but the attendance continues much smaller than could be wished.

Methodist Episcopal Girls' School, Rangoon, has done good work as heretofore, and vocal music (Tonic Sol-fa) has been introduced, but the attendance is smaller than it should be considering that the school is situated in a populous neighbourhood.

Kemmendine Girls' School continues to do good work in its Kindergarten department, but here again pupils attending are limited in number.

On the Vernacular side, throughout the Eastern circle, efforts are being made to push Kindergarten work, in a modified form perhaps, but none the less useful. Maung Po Kyin in Amherst, Maung Pa Ha in Toungoo, and Maung Bwa, Yamèthin, deserve commendation for what has been done in this direction in their circles. In Yamèthin and Toungoo map-modelling in clay has been practised in many schools with gratifying results.

CENTRAL CIRCLE.

Kindergarten.

There are only two Anglo-Vernacular Kindergarten Schools in this circle, those of St. John's Convent and St. Mary's School, Rangoon. Morton Lane Kindergarten School, and the Government Kindergarten School, Moulmein, are included in this circle, but belong to Tenasserim division.

The work of all these schools is very satisfactory, although numbers have decreased. With very young children, such as those who attend Kindergarten schools, fluctuation in numbers must be expected. The Kindergarten departments of these schools supply good material for the higher classes. I hope that

a special course in practical Kindergarten will be compulsory on all Normal students. It is desirable, too, that male students should have a knowledge of it, as Itinerant Teachers have to superintend the Kindergarten classes of the Vernacular schools in their townships.

The modified Kindergarten work of Vernacular schools is making fair progress. The Deputy Inspectors of Schools should also select the best schools and insist on a Kindergarten class being maintained.

When funds permit the Department should encourage this work by granting half salaries to Kindergarten mistresses, and a small equipment grant to purchase necessaries that cannot readily be made.

The Kindergarten classes attached to the lay schools of Maung Hmat and Maung Bè in Prome Town are of a very superior kind. In both schools there are special Kindergarten mistresses.

Next year it will perhaps be possible to establish Kindergarten schools among the lay schools.

WESTERN CIRCLE.

Kindergarten.

The Kindergarten classes at the Baptist College and the Diocesan Girls' School, Rangoon, in charge of American or European Teachers, continue to do excellent work. Very good work is done also at the American Baptist Mission Pwo-Karen School in Bassein, but there continues to be great difficulty in getting pupils to attend in large numbers. The small Kindergarten class at St. Anne's Convent, Akyab, has made progress this year though very recently registered, and the work is very thorough.

Vernacular schools are taking up the work gradually. Monastic school Managers are averse from the opening of Kindergarten classes, but in the Bassein district something has already been done towards overcoming this aversion.

NORTHERN CIRCLE.

Kindergarten.

St. Joseph's Convent Kindergarten School is the only one in the circle. The attendance has increased from 50 to 70, which is satisfactory. Twenty-two passes were secured by the first year and nine by the second year pupils.

EASTERN CIRCLE.

Slöjd.

The only Slöjd class is in the Eastern circle, and is held in the Government High and Normal School, Moulmein. Slöjd is peculiar to Burma. These classes have been in charge of Mr. A. S. Dender, Drawing and Slöjd Master, and Maung Po Thaing, Assistant Drawing Master. Mr. G. W. Bird has given the two masters and pupils the benefit of his practical skill, and has been mainly instrumental in getting the classes into successful working order. These classes have been and still are under his direct supervision.

The apparatus having arrived from England, and a suitable room having been completed, a beginning, with timber purchased locally, was made on the 1st June 1898. The work was taken up by all Vernacular and Anglo-Vernacular Normal students. The several courses were completed during the year, and considerable interest in the work was shown by the students. Since the close of the year under report voluntary classes for Slöjd work have formed part of the daily curriculum, from Standards I to V inclusive, and have been full.

At present the number of pupils under instruction is as follows :—

	Pupils.	
Standard I—Paper folding	38	
Standard II—Paper colouring	44	
Standard III—Card-board modelling	30	Two sections
Standard IV—Clay modelling	51	
Standard V—First year's wood-work course	36	

The work is popular with the boys and the progress has been good. Both Mr. Dender and Maung Po Thaing have shown special aptitude and energy in the work.

(*c*) *Vocal Music.*

50. The following table shows the passes :—

	Infant class.	Standards I and II.	Standards III and IV.	Standards V, VI and VII.
American Baptist Mission Sgaw-Karen School, Bassein ...	...	...	107	120
American Baptist Mission Pwo-Karen School, Bassein ...	...	19	3	7
Methodist Episcopal Girls' School, Rangoon ...	23	27	33	22
Cantonment School, Moulmein	...	6	17	15
American Baptist Mission Morton Lane Girls' School, Moulmein.	...	...	14	15
American Baptist Mission Karen School, Shwegyin ...	13	15	43	...
American Baptist Mission Union Hall School, Rangoon ...	35	42	...	...
American Baptist Mission Chin School, Thayetmyo ...	...	...	...	...
St. Xavier's Anglo-Tamil School, Mandalay	9	13	...	...
American Baptist Mission School, Myingyan	...	...	...	...
English Wesleyan Mission School, Mônywa	...	...	46	...
Total ...	80	122	263	179

This is a fairly satisfactory result; but I should like to see many more schools taking up this subject.

Mr. Sherriff is still untiring in his efforts to extend a knowledge of the Tonic Sol-fa system, and to rouse enthusiasm about it. He keeps up the classes at the Teachers' Institute as a work of love, and those who have attended the concerts given from time to time under his management by the Tonic Sol-fa choir know what remarkable results he has been able to produce. His classes consist of Europeans, Tamils, Telugus, Burmans, Karens, and Chinese. I doubt whether such a choir is to be seen anywhere else in the world.

Eastern Circle.

The Cantonment School, the Morton Lane Girls' School, Moulmein, and the American Baptist Mission Karen School, Shwegyin, are the three institutions that have taken up this subject. In each the progress shown is very satisfactory—in Morton Lane School, indeed, very commendable, the more so that the teaching has to be carried on in the vernacular.

Central Circle.

The only school which took up this subject in this circle was the American Baptist Mission Chin School, Thayetmyo. This year, however, the results were not satisfactory. Unless the Sol-fa system be adopted little progress will be made among such people as the Chins.

Western Circle.

The American Baptist Mission Sgaw-Karen School, Bassein, has reached a high state of proficiency in vocal music, especially in part singing. The American Baptist Mission Pwo-Karen School is making progress, but somewhat slowly.

Northern Circle.

This subject is taught in three schools only. The English Wesleyan Mission School at Mônywa secures the largest number of passes and did extremely well. I should like to see more Anglo-Vernacular Burmese schools taking up vocal music. The quality of the singing at Mônywa shows that the Burman, when carefully trained, can almost hold his own with the Karen or Kachin.

(*d*) *Schools of Art.*

51. The following statement shows the results of the Drawing examination for *Teachers'* certificate for the past two years:—

District.	1897-98.				1898-99.			
	First grade.		*Second grade.*		*First grade.*		*Second grade.*	
	Passed.	Excellent.	Passed.	Excellent.	Passed.	Excellent.	Passed.	Excellent.
Rangoon ...	9	3	2	4	14	2	5	3
Hanthawaddy ...	...	...	...	...	1	...	...	...
Pegu ...	15	1	3	1	17	7	6	1
Tharrawaddy ...	11	2	...	...	7	2	6	1
Prome ...	44	3	2	...	43	5	22	3
Thayetmyo ...	5	2	...	...	16	3	4	...
Moulmein ...	21	3	...	...	46	25	8	1
Tavoy ...	...	...	...	...	3	8	...	...
Mergui ...	...	...	...	...	10	2	1	...
Toungoo ...	...	...	4	...	8	9	2	5
Akyab ...	...	...	1	1	...	...	1	1
Sandoway ...	1	1	...	...	...	...	2	...
Thôngwa ...	3	1	...	...	14	2	...	...
Kyaukpyu ...	...	...	...	...	6	1	5	...
Bassein ...	...	...	2	...	5	2	...	...
Henzada ...	3	...	1	...	5	1	3	...
Minbu ...	1	...	3	1	10	1	3	1
Magwe ...	2	1	2	...	5	...	1	1
Myaungmya ...	...	...	...	...	...	...	...	...
Yamèthin ...	...	...	...	...	...	...	...	...
Thatôn ...	...	...	...	...	...	1	...	...
Amherst ...	...	...	...	...	2	2	...	...
Total ...	115	17	20	7	212	73	69	17

Drawing continues to grow in favour with teachers. Classes were held all over the province wherever capable masters could be found. Upper Burma sent up candidates this year, two successful students being *pôngyis*. Prome and Moulmein were large centres. A great deal still remains to be done to make the subject available to Burmese school-masters. A Burmese translation of Morris' "Teaching of Drawing" is completed and will do much to enable Managers to work privately. In the Central circle certain schools have been selected in each township as suitable for the teaching of Drawing, and a beginning has been made with them. The Itinerant Teachers, many of whom have qualified in Drawing, supervise the work. Several efficient Managers in Prome district have taken up the subject themselves in their schools.

There is a large increase in the number of passes, there being 371 this year as against 159 last year. The better quality of the work is shown by the number of "excellents" gained, 90 this year against 24 last year.

The Eastern circle has done well this year, Moulmein now being the largest centre in the province. There seems room for a larger class in Bassein, which hitherto has shown but few passes.

In the Northern circle candidates were presented for the first time in this subject. The results were fair. Five only obtained "excellent." Only one Anglo-Vernacular teacher appeared for this examination, the others were composed of Itinerant Teachers and lay school Managers.

Eastern Circle.

The results of the work done in the Eastern circle have been reported on by the Inspector of Schools, Central Circle, who conducted the examination. On the whole they were satisfactory.

Classes were carried on at the Government School, Moulmein, and the Municipal Schools at Tavoy, Mergui, and Shwegyin. Itinerant Teachers were directed to attend for the month preceding the examination and as a rule did so.

The following table shows the numbers who joined the classes, which appeared to be fairly popular :—

	Itinerant Teachers.	Pupil Teachers.	Certificated Managers.	Others.
Moulmein	6	9	1	55
Tavoy	1	1	2	7
Mergui	2	5	1	7
Shwegyin	4	2	2	1

WESTERN CIRCLE.

The Western circle gained 48 passes this year against 14 last year, and still better results are looked for next year. Drawing classes for teachers are held at all district headquarters and in some other Municipal towns under the Drawing-master of the Municipal School or other qualified teacher. These classes are held weekly for the benefit of Teachers, Managers, and Pupil Teachers in the immediate neighbourhood. Itinerant Teachers attend for four days' teaching every two months. Other teachers at a distance from headquarters may also attend these classes. This arrangement enables Managers and Itinerant Teachers to complete the number of attendances requisite to qualify them for admission to the examination without losing more time in travelling than is absolutely unavoidable.

52. The following table shows the number of pupils under instruction in Drawing in Anglo-Vernacular schools :—

Name of school.	NUMBER OF PUPILS.						
	III.	IV.	V.	VI.	VII.	VIII.	IX.
Rangoon College	61	109	82	59	78	...	...
Government High School, Moulmein ...	27	50	39	55	28	...	...
Municipal School, Mergui ...	23	25	9	12	6	...	...
Municipal School, Tavoy ...	25	25	17	22	9	...	...
Municipal School, Shwegyin ...	...	10	11	10	7	...	...
Municipal School, Pegu	33	39	11	10	9	...	...
Municipal School, Paungdè	12	14	7	7	2	...	...
Municipal School, Bassein	22	34	29	24	26	...	...
Municipal School, Yandoon ...	7	9	10	8	1	...	...
Municipal School, Akyab ...	56	71	22	31	10	...	...
Municipal School, Kyaukpyu ...	11	13	6	9	8	...	...
Municipal School, Sandoway ...	10	31	8	15	7	...	...
Municipal School, Ngathainggyaung ...	10	7	10	...	...	...	...
Municipal School, Henzada ...	43	27	25	19	7	...	...
Municipal School, Thayetmyo ..	18	27	16	19	6	...	...
Government Anglo-Vernacular School, Minbu.	13	25	10	4	...	...	...
Baptist College, Rangoon ...	34	43	60	42	42	...	...
St. Paul's High School, Rangoon ...	89	6	76	...	...	...	...
St. Mary's S. P. G. Girls' School, Rangoon	5	1	...	...	...	...	...
Bombay-Burma School, Dalla ...	4	...	...	...	...	...	...
St. Patrick's High School, Moulmein ...	50	35	27	20	...	...	...
American Baptist Mission Burmese School, Bassein.	24	25	...	...	...	...	...
American Baptist Mission Pwo-Karen School, Bassein.	...	13	12	7	...	...	...
American Baptist Mission Sgau-Karen School, Henzada.	22	...	...	...	...	...	...
Municipal High School, Prome ...	20	25	16	10	15	...	...
Total ...	619	664	503	383	261	...	...

In the Northern circle Managers do nothing towards teaching Drawing in the Anglo-Vernacular schools owing to the limited number of teachers. There is no reason, however, why the teachers should not work up this subject and secure certificates. Classes are being formed at the headquarters of districts for Vernacular candidates. We hope that Anglo-Vernacular teachers will join these.

(*e*) *Drill.*

53. Drill is taken up by all the Government and Municipal schools and in some aided schools. It ought to be taken up everywhere. In the Vernacular schools in Lower Burma only a few schools as yet have taken it up. In the Northern circle it is much better attended to.

54. The following table shows the passes in the Northern circle :—

School.	Passes.							Remarks.
	I.	II.	III.	IV.	V.	VI.	VII.	
(*a*) *Anglo-Vernacular Schools.*								
Maung Shwe Thin's Anglo-Vernacular School, Mandalay.	22	17	19	12	...	...	...	
St. Joseph's Roman Catholic Mission Chinese School, Mandalay.	11	8	8	...	...	...	...	
American Baptist Mission Mixed School, Meiktila.	...	...	...	...	...	...	...	
Roman Catholic Mission St. Patrick's School, Meiktila.	...	...	...	...	...	...	...	
Episcopal Wesleyan Mission School, Kyauksè ...	...	...	...	...	...	...	...	
Episcopal Wesleyan Mission School, Yesagyo ...	3	...	1	3	...	...	...	
St. Xavier's Anglo-Tamil School, Mandalay ...	16	9	5	...	...	...	...	
American Baptist Mission Eurasian Girls' School, Mandalay.	9	5	1	2	3	1	1	
American Baptist Mission Boys' School, Mandalay.	43	21	12	12	23	9	10	
S. P. G. Royal School, Mandalay	...	...	...	...	...	...	...	
Anglo-Vernacular Town School, Sagaing ..	12	10	12	13	9	4	2	
American Baptist Mission Shan and Burmese School, Bhamo.	9	8	9	3	1	4	...	
Episcopal Wesleyan Mission School, Mônywa ...	5	4	9	7	10	7	4	
All Saints' S. P. G. School, Shwebo ...	3	5	21	...	...	...	...	
American Baptist Mission Mixed School, Myingyan.	12	7	8	7	9	5	...	
Episcopal Wesleyan Mission Boys' School, Pakôkku.	11	8	9	6	...	...	...	
Episcopal Wesleyan Mission Boys' School, Mandalay.	23	16	14	...	...	...	...	
St. Peter's Roman Catholic Mission School, Mandalay.	22	21	35	11	19	4	4	
Total ...	201	139	163	76	74	34	21	
(*b*) *Vernacular Schools.*								
Maung San Hla Baw's School, Mandalay Town	...	32	...	...	...	...	...	
Maung Shwe Ngon's School, Mandalay Town ...	...	66	...	...	...	...	...	
Maung Ka's School, Mandalay Town ...	...	30	...	...	...	...	...	
Maung Aung Gyi's School, Mandalay Town ...	...	22	...	...	...	...	...	
Maung Hte's School, Mandalay Town ...	...	11	...	...	...	...	...	
Maung San Tu's School, Mandalay Town ...	50	...	...	..	...	...	...	
Maung Kywet's School, Mandalay Town ...	20	...	...	...	...	...	...	
Maung Chit Su's School, Alôn, Lower Chindwin	30	...	...	...	..	...	...	
Maung Awba's School, Mingin, Upper Chindwin	11	...	...	...	...	...	...	
Maung Tha Yan's School, Thamôngaing, Myingyan.	7	11	1	2	...	...	...	
Episcopal Wesleyan Mission Boys' School, Sadeiktan, Pakôkku.	8	8	3	...	...	...	...	
Episcopal Wesleyan Mission Boys' School, Myitkaing, Pakôkku.	1	4	...	...	...	...	...	
Total ...	127	184	4	2	...	...	...	

Drill is receiving more attention than in the past. Good progress has been made. Of the different schools, St. Peter's High School, Mandalay, the American Baptist Mission School, Myingyan, the American Baptist Mission Boys' School, Mandalay, and the Town School, Sagaing, stand first.

This subject has also been introduced into many Vernacular schools, both lay and monastic. The number of passes gained in Vernacular schools has increased from 176 to 317.

(*f*) *Calisthenics and Musical Drill.*

55. This is chiefly confined to the Northern circle. No statistics have been given for the Eastern, Central, and Western circles. The following are the passes in the Northern circle :—

School.	Passes.						
	I.	II.	III.	IV.	V.	VI.	VII.
(*a*) *Anglo-Vernacular School.*							
American Baptist Mission Eurasian Girls' School, Mandalay.	5	2	3	3	...	1	1
Total ...	5	2	3	3	...	1	1
(*b*) *Vernacular Schools.*							
American Baptist Mission Burmese Girls' School, Mandalay.	3	4	9	7	6	7	...
Episcopal Wesleyan Mission Vernacular Girls' School, Pakôkku.	6	5	3	5	...	...	...
Total ...	9	9	12	12	6	7	...

The American Baptist Mission Burmese Girls' School, Mandalay, is the only school in which Calisthenics and Musical Drill are really good.

B.—PROFESSIONAL SCHOOLS.

(*a*) *Law.*

56. The Law class in the Rangoon College has been closed.

(*b*) *Engineering.*

57. The teachers are the same as last year. Maung Kyaw Tun, the Second Master, has as hitherto done good work. The first-year students are almost entirely under his charge, and a glance at the marks obtained by them in the last final will speak volumes for him as a teacher.

A Chinese carpenter was appointed about the middle of the term to give practical instruction in building-carpentry, but ill-health made him resign his post and it has not been possible as yet to fill his place.

58. The following tables give the attendance and the income and expenditure for the past two years :—

(*a*) *Attendance.*

		1897-98.	1898-99.
Upper Subordinate	First year	3	7
	Second year	3	4
Lower Subordinate	First year	2	3
	Second year	4	2
	Total ...	12	16

(*b*) *Income and Expenditure.*

	1897-98.	1898-99.
	Rs.	Rs.
Income from fees	418	372
Expenditure (including the initial outlay for furniture and apparatus) ...	8,072	8,371

59. Seventeen boys attended the school during the term; but one withdrew a little before the end of it and another joined the school in time only to attend the survey field work. The number that sat for the final examination

is divided into 3 second-year Upper Subordinates, 7 first-year Upper Subordinates, 2 second-year Lower Subordinates, and 3 first-year Lower Subordinates. Last year 5 boys rejoined the school after the holidays, but this year we shall have double that number coming back in June. From the applications already received and from those that have been promised, it may fairly be judged that the number of new boys will not be below 10.

No boys have failed to obtain certificates. One of the Upper Subordinates, Maung U, has obtained 62 per cent. of the full marks and the two Lower Subordinates, Shwe Hmin and San Dun, have scored 69 and 68 per cent. respectively. The first-year boys are an exceptional lot. Brown gets 80 per cent. of full marks and three others score more than 60 per cent., while all have qualified for re-admission. Two out of three of the Lower Subordinates, first year, have also qualified for re-admission.

60. A special feature of the results of the final examination this year is that the boys generally have scored in Engineering much better than it seemed to have been possible hitherto. The examination papers were quite as searching as usual, and they even assumed a certain amount of practical training on the part of the examinees: there was no falling off in their standard. The reason for the improvement then is to be found in the work of the candidates. Many of these were well up in English and so could understand the text-books and could make a very fair attempt at explaining themselves in English.

The boys have also for the first time done fairly well, one or two exceedingly well, in the theory of drawing. The paper, unlike those in previous years, was one that could be answered in three hours. The second-year students have been taught free-hand drawing during the term, but none of them displayed any aptitude for it.

The practical carpentry class was started rather late in the term as tools and furniture had to be sanctioned and then sent for. Only one morning in the week could be given to the workshop, and the lessons came to an end in three months owing to the sickness of the carpenter and the difficulty in replacing him. Meanwhile the boys without exception have taken a great interest in the carpentry lessons. At the next final an examination might be given in practical building-carpentry, and specimens of work may be awarded marks.

61. The health of the boys has been good. During the worst part of the small-pox epidemic the day boys were not allowed to attend school and the boarders were gated. A cricket eleven competed for Dr. Hoyle's Challenge cup. There had been little chance of practice, but some boys showed an aptitude for the game, and young Jones' bowling was quite as good as, if not superior to, what any other school could show.

62. I would suggest that the school be visited by members of the Public Works Department. These visits should be made officially and the results recorded. I feel that such visits would be very beneficial to the school, to the scholars, and to the teachers.

63. The following are the results of the final examination:—

GOVERNMENT ENGINEERING SCHOOL, RANGOON.

(*a*) *Upper Subordinate Class.*

No.	Name.	Number presented.	Number passed.
1	Maung U	4	4
2	Hormusjee		
3	Maung Mya U		
4	Lajpat Rai		

(*b*) *Lower Subordinate Class.*

No.	Name.	Number presented.	Number passed.
1	A Shwe Min	2	2
2	San Dun		

I wish specially to bring to the notice of the Government the good work done by Mr. Mitchell, who has his whole heart and soul in the work and in the welfare of the pupils in and out of school.

(*c*) *Medical.*

64. During the year under report the Dufferin Maternity Hospital has been under the charge of Miss H. Forbes, the Resident Medical Officer, and two assistants, Ma Eng Gwai and Miss L. Antony.

The following table shows the number of pupils trained and left during the past two years:—

	Trained and left.	
	1897-98.	1898-99.
Europeans	...	1
Eurasians	5	2
Burmese	9	8
Karens	...	6
Shans	...	...
Total	14	17

The institution has made very steady progress.

During the year 29 pupils completed their course of training in midwifery, sick-nursing, and vaccination, and passed their required examinations; three of these were Europeans and Eurasians and the rest were Burmese and Karens.

At the close of the year there were 20 pupils under instruction, of whom four are Europeans, three Burmese, and 13 Karens. Seventeen pupils were trained and left.

The Annual Report states:—

"The pupils' half-yearly examinations were conducted in May by Dr. T. F. Pedley, "those in November by Dr. N. N. Parakh. The examiners each reported themselves "satisfied with the standard of knowledge attained by the young women and practical "nature of the instructions which they had received. The Committee gratefully acknow- "ledged the kind and gratuitous assistance of the examiners. There were 680 in-patients "and 1,062 out-patients. Of the former 32 were Europeans, 124 Eurasians, 144 natives "of Burma, and 380 natives of India, and of the latter 40 were Europeans, 130 Eurasians, "422 natives of Burma, and 470 natives of India. During 1897-98 there were 693 in- "patients, and 1,023 out-patients."

The hospital is shortly to be moved into the new building that has been under construction, and will be placed under the medical supervision of Miss Cohen, M.D., F.R.C.S.

Miss Forbes, who was one of the pupils sent to Calcutta from this province for medical training, severs her connection with the hospital after several years of very good work. She has gone to England, with a Dufferin scholarship, to qualify for a medical degree.

65. The following table shows the number of medical scholars and the schools they are at:—

	1897-98.	1898-99.
Calcutta Medical College { Males	2	3
Calcutta Medical College { Females	4	3
Madras Auxiliary Medical School	13	10
Attending hospitals in the province for the pre-collegiate course	4	6
Total	23	22

The following report received from the Principal, Medical College, Calcutta, shows what progress has been made during the year 1898-99:—

"Miss P. Edge, having passed the College Test Examination, has been promoted to the 4th year. Miss Mary Scheppelman has been kept back to the 2nd year as she failed to pass the final examination in Chemistry and Anatomy. Maung Saw Hla Pru, having passed the College Test Examination, has been promoted to the 3rd year; but he failed to pass the University Preliminary Scientific L.M.S. and M.B. Examinations.

"We have to record the death of Miss Lizzie Phillips, late medical student at the college. She was educated in Burma and, obtaining a medical scholarship, joined the Medical College, Calcutta, where, after a four years' course, she graduated L.M.S. and was elected to an Assistant Surgeon's scholarship under Miss Lauder, at the Lady Dufferin Hospital, Calcutta. In January 1897 she was appointed House Surgeon at the Cama Hospital, Bombay, where she fell a victim to plague on 27th August 1898."

Of the Hospital Assistants under training there are six undergoing their pre-collegiate course and 10 are in the Madras Medical College. In 1897-98 and 1898-99 three students passed out each year.

(*d*) *Mechanical Engineering.*

66. There are 28 European Apprentices in receipt of stipends from the European Stipend Board. They are at work in the following places:—

	1897-98.	1898-99.
Dalla Dockyard	2	2
Municipal Workshop, Rangoon	1	1
Bombay-Burma Trading Corporation's Saw-mill, Moulmein ...	1	...
Bulloch Brothers' Foundry, Pazundaung, Rangoon	3	4
Bombay-Burma Trading Corporation, Dala, Rangoon	2	...
Railway Workshop, Insein	14	14
Arakan Flotilla Workshop, Akyab	1	1
Irrawaddy Flotilla Company's Dockyard, Mandalay	1	2
Salween Steam Navigation Workshop, Moulmein	1	2
Dawezu Mill, Moulmein	...	1
Burma Oil Company's Workshop, Rangoon	...	1
Total ...	26	28

The European Apprentices at work have been reported as doing well. The apprentice stipend system for European lads is the means of helping many who would otherwise find it very hard to qualify for work in life.

The two special classes attached to the Railway Workshops at Insein, namely, the Karen-English class and the Apprentice class for Mensuration and Drawing are not satisfactory. They are capable of improvement, and the Inspector of Schools, Central Circle, is doing all he can to improve them.

(*e*) *Commercial Instruction.*

67. There is only one such class in existence this year, and it has been worked in connection with the "Rangoon Teachers' Association." The results of the examination of this class have been very favourable, seven candidates out of eight presented having passed in Commercial Arithmetic, Commercial Correspondence, and Book-keeping up to the VIIth Standard.

(*f*) *Pali.*

68. The following list shows the number of candidates appearing for the *Patamabyan* Examination to be held on the 14th June 1899:—

Examination centres.	*Patama-Nge.*		*Patama-Lat.*		*Patama-Gyi.*		*Patama-Gyaw.*		Remarks.
	Laymen.	*Pongyis.*	Laymen.	*Pongyis.*	Laymen.	*Pongyis.*	Laymen.	*Pongyis.*	
Rangoon ...	37	75	6	25	1	19	4	12	
Mandalay ...	5	105	1	20	...	11	...	...	
Moulmein ...	...	7*	...	2	...	2	...	...	*Including 4 Talaing candidates.
Total ...	42	187	7	47	1	32	4	12	

This is a considerable advance on last year. This scheme is decidedly popular and is growing in popularity. The *Sadaws*, Pagoda trustees, and *Lugyis* in Rangoon, Mandalay, and Moulmein have given us the greatest assistance, not only in placing good halls at our disposal, but in making all the arrangements for holding the examinations.

The following are the results of the examination for the past two years :—

	1897-98.		1898-99.	
	Number presented.	Number passed.	Number presented.	Number passed.
Patama-Gyaw.				
Monks	12	1	23	...
Laymen	2	...	2	...
Total ...	14	1	25*	...
Patama-Gyi.				
Monks	21	5	3	8
Laymen	...	...	3	3
Total ...	21	5	6	11
Patama-Lat.				
Monks	21	9	40	17
Laymen	2	2	3	3
Total ...	23	11	43	20
Patama-Ngè.				
Monks	76	28	129	22
Laymen	11	4	26	7
Total ...	87	32	155	29

* Out of which seven candidates (six monks and one layman) who failed to qualify for the *Patama-Gyaw*, were awarded the certificate for *Patama-Gyi*.

(*g*) *Forests.*

69. The competition for scholarships at the Dehra Dun school has been abolished, it having been decided to open a Forest School for the province at Tharrawaddy.

SECTION VII

FEMALE EDUCATION.

70. The following are the statistics for female education in the province for the past two years :—

Class of institution.	1897-98.		1898-99.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management.				
Maintained by the department	4	84	5	84
Maintained by Municipal Boards	...	...	...	...
Under private management.				
Anglo-Vernacular schools registered under the Grant-in-Aid Rules.	26	1,882	27	2,067
Aided indigenous Vernacular schools	220	7,193	197	6,713
Unaided indigenous Vernacular schools	44	711	48	1,034
Total ...	294	9,870	277	9,898
Boys' schools to which girls are admitted	1,478	20,448	1,424	19,586
Private institutions for indigenous instruction	550	2,557	570	2,680
Total ...	2,028	23,005	1,994	22,266
GRAND TOTAL ...	2,322	32,875	2,271	32,164

Eastern Circle.

Except in Toungoo district, throughout the circle Vernacular schools receiving girls have somewhat decreased in number, the heaviest loss being in Tavoy, where, for reasons already stated, several small lay schools have been closed. Pupils attending have fallen off proportionately, except in Thatôn and Yamèthin, where a rise in numbers is shown. In these districts full passes have been more numerous, but in the others decreases are recorded as may be expected, having in view the fewer schools and reduced attendance. No Deputy Inspector appears to notice anything abnormal in the fluctuations met with. On the Karen side, in all three districts (Toungoo, Thatôn, and Amherst), schools with girls show small rises, while in the two districts first named attendance is rather larger.

As regards full passes Toungoo, Thatôn, and Yamethin districts alone show an increase. In no case does the loss or gain call for any special remarks.

Tamil schools under all three heads show small decreases, which the Deputy Inspector of Schools has not remarked upon in any way.

Of Anglo-Vernacular schools there is little to report concerning the education of girls. Existing schools appear to meet all present requirements, and results of the annual examinations indicate that steady careful work is being done in them.

Central Circle.

Taking the whole circle into consideration, it appears that the number of Burmese schools at which girls attend has slightly decreased owing to the abolition of many lay schools, but the attendance is not thereby lessened.

There is a considerable increase in the passes by Standard I, but this increase is almost equally counterbalanced by the decrease in the passes by Standard II. The passes by Standards III and IV also increased, whereas the passes by Standards IV and V have decreased to nearly the same extent as the increase in III and IV. The increase of passes is clearly seen in the Pegu district only, but the Deputy Inspector assigns no reason whatever to it. Tharrawaddy shows a slight net increase, which the Deputy Inspector says it is impossible to account for. All the other districts have somewhat lost ground. Prome shows an increased attendance, but a falling off in passes which the Deputy Inspector has left unaccounted for.

Minbu, Magwe, and Thayetmyo have declined both in attendance and in the number of passes. Rangoon and Hanthawaddy show an increase in attendance, but a net decrease in the passes. Both the Deputy Inspectors say that the fluctuation is due to a falling off in the lay schools.

From the Karen side Pegu shows a marked progress in almost every respect. In Hanthawaddy and Tharrawaddy there is practically no variation.

The decline in the Tamil schools is attributed by the Deputy Inspector to the religious prejudice of the majority of the parents against sending their daughters to school.

Western Circle.

Bassein shows marked progress. The number of Burmese schools in which girls are taught is greater by 16 per cent. and girls in attendance have increased in number by 32 per cent. Karen schools show an increase of 14 per cent., but the number of girls under instruction has increased by only 5 per cent. The figures for Henzada and Thôngwa show a decrease in the number of girl pupils by about 20 per cent. The numbers in Myaungmya have also declined, although in other respects the district has advanced. It is difficult to account for the falling off in Myaungmya. Sandoway has improved a little, but in Akyab and Kyaukpyu there is practically no variation.

Northern Circle.

No report has been received on this head.

71. The following statement shows the number of girl pupils who have passed the several standards in the various schools:—

Class of schools.	B.A.		F.A.		Entrance (Standards VIII and IX).		Middle stage (Standards V, VI and VII).		Upper Primary stage (Standards III and IV).		Lower Primary stage (Standards I and II).	
	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.
Government and Municipal.	...	...	2	2	...	...	...	1	...	...	...	4
Registered Grant-in-aid.	...	...	...	...	25	32	163	211	292	294	404	452
Burmese indigenous	...	...	...	...	...	...	74	83	627	604	5,625	5,414
Karen indigenous ...	...	..	...	...	...	...	37	41	441	427	1,762	1,506
Mahomedan ...	...	...	...	...	...	...	..	...	2	1	28	23
Tamil indigenous ...	...	...		...	...	...	...	...	25	27	91	76
Total ...	...	...		2	25	32	274	336	1,387	1,353	7,910	7,475

Girls continue to do well in the Calcutta University Examinations : in the F.A. two passed in the second division ; in the Entrance two passed in the first division, seven in the second division, and four in the third division. Of the former, one has been awarded a senior University scholarship, and the other the Government Female Medical scholarship tenable for four years at Calcutta ; of the latter, three have been awarded junior University scholarships.

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *Europeans.*

72. The following statement shows the number of schools attended by European pupils only and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March					
			1897-98.			1898-99.		
	1897-98.	1898-99.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.								
Aided for boys. { High schools ...	1	1	171	...	171	180	...	180
{ Middle schools ...	1	2	28	37	65	47	42	89
Total ...	2	3	199	37	236	227	42	269
Aided for girls. { High schools ...	6	6	230	698	928	230	778	1,008
{ Middle schools ...	7	6	142	175	317	143	168	311
Total ...	13	12	372	873	1,245	373	946	1,319
Total, Secondary Schools...	15	15	571	910	1,481	600	988	1,588
Primary Schools.								
For boys	...	1	...	...	...	17	17	34
For girls	2	4	11	43	54	24	54	78
Total Primary Schools ...	2	5	11	43	54	41	71	112
Special Schools.								
For boys	...	...	...	...	...	...	...	...
For girls	6	6	65	100	165	102	98	200
Total ...	6	6	65	100	165	102	98	200
Grand Total ...	23	26	647	1,053	1,700	743	1,157	1,900

73. In the following schools European pupils are specially provided for. The figures against each school show the number of pupils of all races, including Europeans, in attendance on 31st March :—

	Pupils.
1. Diocesan Boys' High School, Rangoon	180
2. St. Philip's School, Rangoon	61
3. Methodist School, Thandaung, Toungoo	28
4. St. John's Convent School, Rangoon	252
5. Diocesan Girls' High School, Rangoon	134
6. Methodist Girls' High School, Rangoon	197
7. English Girls' High School, Moulmein	111
8. St. Joseph's Convent, Moulmein	146
9. St. Joseph's Convent, Mandalay	168
10. Old Convent, Rangoon	51
11. Cantonment School, Moulmein	56
12. St. Matthew's School, Moulmein	44
13. St. Joseph's Convent, Toungoo	46
14. St. Anne's Convent, Akyab	59
15. American Baptist Mission Eurasian Girls' School, Mandalay ...	55
16. European Railway School, Insein	34
17. Bishop's Home for Girls, Rangoon	25
18. Young Ladies' Institution, Rangoon	16
19. St. Joseph's Convent, Bassein	24
20. Railway School, Yamèthin	13
21. Diocesan Girls' High School, Rangoon (Kindergarten Department)	34
22. St. Joseph's Convent, Moulmein (Kindergarten Department) ...	28
23. Methodist Girls' High School, Rangoon (Kindergarten Department)	27
24. St. John's Convent, Rangoon (Kindergarten Department) ...	27
25. St. Joseph's Convent, Mandalay (Kindergarten Department) ...	70
26. St. John's Convent, Rangoon (Normal Department)	14
Total ...	1,900

74. The following table shows the cost of European education in the 26 schools maintained for Europeans only :—

	1897-98.		1898-99.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	32,849	1,04,645	37,303	1,12,940
Primary education	780	4,700	4,143	9,966
Special education	3,340	7,356	2,610	7,082
Scholarships	1,043	1,043	919	919
Buildings	..	...	10,000	20,000
Furniture and apparatus	750	1,500	...	...
Special grants for cadets	198	198	216	216
Superintendence	...	13,289	...	11,428
Miscellaneous	...	2,587	...	2,168
Total ..	38,960	1,35,318	55,191	1,64,719

75. The following gives the particulars according to the stages of instruction:—

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																				
For boys — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided — English	...	3	269	16	...	78	12	90	77	16	93	56	14	70	...	...	...	227	42	269
For boys — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	3	269	16	...	78	12	90	77	16	93	56	14	70	...	...	...	227	42	269
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided — English	...	12	1,319	2	57	59	32	275	307	119	302	421	220	312	532	...	...	...	373	946	1,319
For girls — Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	12	1,319	2	57	59	32	275	307	119	302	421	220	312	532	...	...	...	373	946	1,319
Total Secondary Schools	...	15	1,588	18	57	75	110	287	397	196	318	514	276	326	602	...	...	...	600	988	1,588
Primary schools—																				
For boys — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided	...	1	34	...	...	...	...	...	7	8	15	10	9	19	...	...	...	17	17	34
For boys — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Total	...	1	34	...	...	...	...	...	7	8	15	10	9	19	...	...	...	17	17	34
For girls — Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided	...	4	78	...	...	...	...	...	1	15	16	23	39	62	...	...	...	24	54	78
For girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Total	...	4	78	...	...	...	...	...	1	15	16	23	39	62	...	...	...	24	54	78
Total Primary Schools	...	5	112	...	...	...	...	...	8	23	31	33	48	81	...	...	...	41	71	112
GRAND TOTAL	...	20	1,700	18	57	75	110	287	397	204	341	545	309	374	683	...	...	...	641	1,059	1,700

76. The following table shows the number of passes under the standards gained by European pupils during the last two years :—

Standard of examination.	Number of pupils passed from institutions attended by				Total European pupils passed from institutions.	
	Europeans only.		*All races.*			
	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.
B.A.	...	...	1	1	1	1
F.A.	...	.	6	5	6	5
IX } VIII } Entrance ...	15	15	13	9	28	24
	16	18	8	19	24	37
VII } VI } Middle ...	49	39	36	17	85	56
	63	70	23	37	86	107
V }	69	72	56	49	125	121
IV } III } Upper Primary ...	93	71	59	45	152	116
	130	132	51	75	181	207
II } I } Lower Primary ...	152	139	65	61	217	200
	150	162	56	41	206	203
Total ...	737	718	374	359	1,111	1,077

In the Eastern, Central, and Western circles there is a considerable increase in the passes gained by Europeans in Standards I to IX. In the Primary Standards the numbers remain practically the same. The greatest falling off is in Standard IV. In the Middle department there is a satisfactory increase in Standards V and VI. In Standard VII only is there a decrease. In Standard VIII there is an increase. In Standard IX there is a decrease of 4, though in the schools for Europeans only the number remains the same.

In the Northern circle, in schools for Europeans only, the number of passes gained has decreased by all standards.

St. Joseph's Convent, Mandalay, and the A. B. M. Eurasian Girls' School are the only two schools attended by Europeans only, and are therefore responsible for these decreases.

The passes gained by Europeans in schools for all races have increased by every standard. The total number of passes gained by Europeans remains about the same as last year.

77. The following table shows the passes in the Middle English Scholarship, VIIIth Standard, Entrance, F.A., and B.A., and the schools from which the pupils were sent up :—

Name of institution.	Middle English scholarship.	Eighth Standard.	Entrance or Ninth Standard.	F. A.	B. A.
Rangoon College	...	1	1	5	1
Baptist College, Rangoon ..	...	2	3	...	...
Government High School, Moulmein	...	1	...	...	...
Municipal School, Prome ...	...	2	...	...	...
Municipal School, Bassein ...	...	...	...	...	...
St. Paul's Roman Catholic Mission School, Rangoon.	1	8	2	...	...
St. John's College, Rangoon ...	2	3	1	...	...
St. Patrick's Roman Catholic Mission School, Moulmein.	...	1	2	...	...
Diocesan Girls' School, Rangoon ..	...	2	...	...	...
St. John's Convent, Mandalay ...	2	...	1	...	...
St. Joseph's Convent, Moulmein ...	2	5	4	...	...
English Girls' High School, Moulmein.	...	1	1	...	...
Methodist Episcopal Girls' High School, Rangoon.	...	4	...	...	...
Saint' John's Convent, Rangoon ...	1	4	7	...	...
S. P. G. Royal School, Mandalay ...	...	...	...	...	...
Cantonment School, Moulmein ...	...	...	...	...	...
All Saints' S. P. G. School, Shwebo	1	...	...	...	...
Diocesan Boys' High School, Rangoon.	..	2	2	...	...
St. Luke's S P. G. School, Toungoo	...	1	...	...	...
Total ...	9	37	24	5	1

(*b*) *Karens.*

78. The Karens take great interest in education, and are very anxious to improve their schools. They would do much better if left more to themselves, and if it were not always being drummed into them that they are a backward people. I think that they are far ahead of other people in many things, and merely need the opportunities that others have. I see in many quarters a tendency to keep them back, and to keep from them a great deal that they desire, because it is not good for them, as if they were children. The Karen has after all to take his place in the province on the same terms as others, and he should be allowed to take full advantage of the opportunities the Government places before him and others alike.

The system of village committees for education maintained by the Karens works very well, and I wish the Burman would follow his example.

The question of education among non-Christian Karens has been fully enquired into, and steps have been taken to stimulate education among them.

Five years ago a representation was made to the Government, asking that Missionaries of all denominations should be considered *ex-officio* Superintendents of all the village schools in their field, and that the grants earned should be paid through the Superintendent. This was granted, though the people themselves did not want it. I find, however, that it has been a dead-letter. Though a new rule on the subject was added to the Code, and the attention of all the Missionaries concerned called to it, and though the bills for grants and salaries were made out for the countersignature of the Missionaries, the Superintendents themselves took no further trouble in the matter. They looked upon the actual working of their proposals as more trouble than they bargained for, and quietly dropped the whole question.

As a matter of fact, I have found among the many Karen schools that I have visited, that the control and supervision are very small indeed. The control is merely a moral one, as the people supply all the funds, and the supervision is confined to very rare visits. In support of this I call attention to the case of Maung Po Ni, the Sub-Inspector of Schools. Had the supervision the Missionaries claimed been at all exercised, this case would never have occurred.

The Anglo-Vernacular schools for Karens are the Baptist College, Rangoon; American Baptist Mission Sgau-Karen School, Rangoon; American Baptist Mission Karen School, Shwegyin; S. P. G. St. Luke's School, Toungoo; American Baptist Mission Bghai-Karen School, Toungoo; American Baptist Mission Paku-Karen School, Toungoo; American Baptist Mission Pwo-Karen School, Ma-ubin; American Baptist Mission Karen School, Moulmein; American Baptist Mission Karen School, Tavoy; American Baptist Mission Sgau-Karen High School, Bassein; American Baptist Mission Pwo-Karen School, Bassein; American Baptist Mission Sgau-Karen School, Henzada; American Baptist Mission Karen School, Tharrawaddy; Roman Catholic Mission School, Nyaunglebin; Roman Catholic Mission Karen School, Toungoo.

There is no lack of institutions for Karens, and with all these the Karens ought to be much further ahead. These schools are largely used for preparing boys and girls, who go out to teach from time to time, and for a few months at a time, in the village schools.

There are two Normal Schools at work, the Baptist College, and the Roman Catholic Mission Normal School at Thonzè.

(*c*) *Chins.*

[*See* page 102.]

(*d*) *Tamils and Telugus.*

79. Vernacular schools for these people do not increase, and those that there are are not worth much. The Tamils and Telugus are too busy making money and taking it away to Madras to trouble much about education.

We are doing all we can to promote Primary Vernacular education among those who are more or less permanently settled in the country; but the progress is slow. In the Northern circle there are only two Vernacular and one Anglo-Vernacular school. The latter is St. Xavier's, Mandalay, and is worked by the Roman Catholic Mission.

The Anglo-Vernacular schools in the Eastern and Central circles are Maduray Pillay's High School, Rangoon; Lutheran Mission School, Rangoon; St. Joseph's Roman Catholic Mission Anglo-Vernacular School, Alôn; St. Gabriel's S.P.G. School, Rangoon; St. Anthony's Roman Catholic Mission School, Rangoon; American Baptist Mission Anglo-Tamil and Telugu School, College Street, Rangoon; Union American Baptist Mission, Rangoon; Railway Tamil School, Insein; Mizpah Hall American Baptist Mission School, Moulmein; M. E. M. Tamil School, Pegu.

With the exception of the Union School and St. Anthony's, the Anglo-Vernacular Tamil schools are poor. They need much more energetic supervision and attention. They are not a credit to the province. Their methods are slovenly and slack, and there is an utter want of that smartness, tidiness, and cleanliness of dress and person among teachers and pupils that is found in similar schools in Madras. They need decided pulling up all round.

(*e*) *Chinese.*

80. There is only one school specially for Chinese and it is in Mandalay, under the Roman Catholic Mission.

(*f*) *Kachins.*

[*See* page 102.]

(*g*) *Manipurians.*

81. There are in Mandalay town four private, but no public schools.

(*h*) *Shans.*

82. The American Baptist Mission has an Anglo-Vernacular school for Shans and Burmese at Bhamo. The pupils are really Shan-Burmese; not pure Shans. We have no work among the Shans proper.

(*k*) *Mahomedans.*

83. The Mahomedans who attend Vernacular schools generally take Burmese as their language. Full details are given in Section V.

There is only one Anglo-Vernacular school for Mahomedans, namely, the Madrasa Islamia, Rangoon. It is a poor school. The staff is weak, it is ill-managed, and receives little or no support from the Mahommedan community. It in no way represents their interests. Mahomedan education would not suffer if it were closed.

SECTION IX.

PRIVATE SCHOOLS.

84. The following statement gives the statistics of the schools for the past two years :—

Division.	District.	Total schools, 1897-98.	Schools, 1898-99.									Total schools, 1898-99.	Total pupils, 1897-98.	Pupils, 1898-99.								Total pupils, 1898-99.
			European.	English.	Burmese.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Talaing.	Manipurian.			Europeans and Eurasians.	Native Christians.	Burmese.	Karens.	Mahomedans.	Shans.	Chinese.	Hindus.	Talaings.	
Arakan	Akyab ...	461	...	1	302	...	193	...	...	...	...	496	6,663	...	...	3,767	...	2,177	...	...	16	...	5,960
	Kyaukpyu ..	135	...	...	114	...	...	...	...	...	...	114	1,394	...	...	1,206	...	28	...	...	...	...	1,234
	Sandoway ...	30	...	..	28	...	...	...	...	...	...	28	274	...	...	351	...	...	...	...	...	...	351
	Arakan Hill Tracts ...	3	...	...	3	...	...	...	...	...	...	3	49	...	...	39	...	...	...	...	...	...	39
Pegu	Rangoon ...	195	...	1	183	...	6	9	4	...	...	203	2,355	...	...	1,475	...	612	...	59	136	...	2,282
	Hanthawaddy ...	322	...	...	323	3	...	9	...	...	...	335	3,320	...	...	3,959	59	...	...	...	121	...	4,139
	Pegu	306	...	...	276	13	...	...	...	...	...	289	4,199	...	...	3,779	181	...	...	...	...	...	3,960
	Tharrawaddy ...	110	...	...	146	7	...	...	...	...	...	153	1,474	...	...	2,159	105	...	...	...	...	...	2,264
	Prome	442	...	3	420	...	1	...	...	...	...	424	5,598	...	...	6,056	...	14	...	...	...	...	6,070
Irrawaddy	Thôngwa	268	...	1	269	...	2	...	...	...	...	272	2,881	...	...	3,510	87	28	...	...	13	...	3,638
	Bassein	267	...	...	249	26	...	...	...	...	...	275	3,018	...	57	2,155	183	10	...	...	...	...	2,405
	Myaungmya ...	119	...	...	117	18	...	...	...	...	...	135	1,197	...	90	1,037	317	...	...	...	...	...	1,444
	Henzada	409	...	...	445	...	...	...	...	...	...	445	4,872	...	...	6,070	...	...	...	...	...	...	6,070
Tenasserim	Moulmein	50	...	...	53	...	4	4	...	...	...	61	380	...	...	616	...	418	...	...	51	...	1,085
	Amherst	237	...	...	82	34	...	...	...	116	...	232	3,561	...	...	1,558	248	...	...	...	...	1,872	3,678
	Thatôn	369	...	...	153	171	...	...	...	27	...	351	5,948	...	...	2,870	1,763	...	...	...	...	591	5,224
	Toungoo	262	...	...	213	14	6	...	...	...	...	233	3,227	..	145	3,321	67	101	...	...	...	..	3,634
	Tavoy	159	...	...	114	...	5	...	...	...	...	119	2,883	...	...	2,186	...	60	...	...	...	...	2,240
	Mergui	61	...	...	51	...	...	..	..	...	...	51	691	...	...	464	...	...	...	...	...	...	464
	Salween	15	...	...	...	...	...	...	...	...	...	...	89	..	...	...	...	...	...	...	...	...	...
Mandalay	Mandalay	1,309	...	...	1,215	...	8	...	..	...	4	1,227	8,317	...	...	7,816	...	109	...	...	68	...	7,993
	Bhamo	54	...	...	59	...	...	...	...	...	...	59	686	...	...	796	...	...	...	...	...	...	796
	Katha	151	...	...	219	...	...	...	...	...	...	219	1,630	...	...	2,772	...	...	...	...	...	...	2,772
	Myitkyina ...	21	...	...	40	...	...	...	...	...	...	40	223	...	...	527	...	...	...	...	...	...	527
	Ruby Mines ...	68	...	...	69	...	...	...	...	...	...	69	691	...	...	516	...	...	...	...	...	...	516
Sagaing	Shwebo	522	...	...	565	...	...	...	...	...	...	565	3,524	...	...	4,950	...	...	...	...	...	...	4,950
	Sagaing	843	...	...	954	...	...	...	...	...	...	954	7,883	...	...	9,950	...	...	...	...	...	...	9,950
	Lower Chindwin ...	676	...	...	709	...	...	...	...	...	...	709	6,274	...	...	6,975	...	...	...	...	...	...	6,975
	Upper Chindwin ...	185	...	...	225	...	...	...	...	...	...	225	1,508	...	...	981	...	...	974	...	...	...	1,955
Minbu	Minbu	375	...	...	402	...	...	...	...	...	...	402	3,149	...	...	4,184	...	...	...	...	...	...	4,184
	Magwe	408	...	...	417	...	...	...	...	...	...	417	4,110	...	...	5,050	...	...	...	...	...	...	5,050
	Pakôkku	454	...	...	493	...	...	...	...	...	...	493	5,526	..	...	6,298	...	...	...	...	...	...	6,298
	Thayetmyo ...	272	...	...	243	...	...	...	...	...	...	243	3,102	...	..	2,948	..	...	...	...	...	...	2,948
Meiktila	Kyauksè	313	...	...	306	...	4	...	...	...	...	310	2,186	...	...	2,063	...	49	...	...	...	...	2,112
	Meiktila	395	...	...	418	...	...	...	...	...	...	418	2,855	...	...	3,725	...	...	...	...	...	...	3,725
	Yamèthin	189	...	1	206	...	...	...	...	...	...	207	1,215	...	12	1,763	...	...	...	...	...	...	1,775
	Myingyan	829	...	...	869	...	...	...	...	...	...	869	8,838	..	...	8,535	3	...	...	...	...	...	8,538
	Total ...	11,284	...	7	10,950	286	229	22	4	143	4	11,645	115,880	...	304	116,427	3,013	3,606	974	59	405	2,463	127,251
	Increase	...	...	...	...	...	...	...	...	...	...	361	...	...	...	...	...	...	...	...	...	...	11,371
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

85. I shall take the statistics of this section circle by circle.

In the *Eastern Circle* (Yamèthin included) these institutions have been reduced by 88 and were 1,254, while attendance rose from 17,994 to 18,106, the increase, 112, raising the average attendance in each from 13·4 to 14·4.

No great changes in their condition are reported, and fluctuations seen in the figures for schools and attendance are as a rule only what may reasonably be looked for. A somewhat heavy rise in attendance in Moulmein arises chiefly from the transfer from the "public" list of two large schools, which after prolonged trial proved to be doing no secular work.

In Thatôn, with a falling off of 18 schools, attendance has decreased more than in proportion. It may be assumed that some, at any rate, of these children have found their way to public schools, but it is probable that various other causes, not fully explained, have kept them at home.

Yamèthin district shows an increase of 18 schools and 560 pupils. The season of scarcity having passed over, the people have returned to their villages and their children again are attending the monasteries.

In the *Central Circle* much has been done by Itinerant Teachers to help Managers to qualify themselves for registration, but there is still a large number who remain on the private school list. There will always be a heavy residue of monastic schools on this list. Many *pôngyis* do not possess the energy necessary to maintain a public school. In other cases the villagers take a strong view of secular education in the monastery, and the *pôngyi* cannot afford to oppose their wishes. This prejudice will, however, gradually disappear.

In the Pegu division private schools have increased from 1,375 to 1,404, chiefly due to more careful tour of Tharrawaddy. Hanthawaddy and Rangoon town have also contributed to the increase. There is a corresponding increase of pupils in attendance from 16,946 to 18,715.

In the three districts of the Minbu division which are included in the Central Circle the number of private schools shows an increase of 7 only, while pupils have increased by 1,732. The largest increase in pupils is in Minbu district, where, as has been pointed out elsewhere, new ground has been broken. Magwe shows also an increase in schools and pupils, while in Thayetmyo there is a decrease in both.

Some of these schools will, when the Itinerant Teacher has given assistance, no doubt become public. Many private schools are such as have an average attendance of less than 12, and are therefore debarred from becoming public at any time. There is thus a very large number of private schools which will never suffer any diminution. If 12 pupils are necessary for a public school, the same number ought to be necessary to place a school on the private school list. The efficiency or inefficiency of the school would then determine its class. That is to say, if a minimum is to be retained, a school, whether public or private, should be defined as one which has a minimum average attendance of 12 pupils.

In the *Western Circle* the number of private schools has increased in Akyab, Thôngwa, Bassein, Myaungmya, and Henzada, but declined in Kyaukpyu and Sandoway. This increase is accompanied in Akyab and Bassein by a decrease in the number of pupils. Such an increase is natural in Thôngwa and Henzada, where a number of schools have been removed from the registered lists, as shown in Section V. The increase in Akyab and Bassein probably indicates merely a more thorough investigation and the inclusion in the returns of a number of small schools hitherto overlooked, for in these two districts the number of aided schools is greater than last year. In the Myaungmya district, where a number of new villages are found settled by Upper Burmans, private schools will multiply for a year or two until they begin to qualify for registration. It is to facilitate this process that the new district under an additional Itinerant Teacher has been formed.

In the *Northern Circle* the number of private schools has increased 6 per cent. and the number of pupils attending private schools 14 per cent. These increases are due to the transfer to the private list of many unaided public schools. The

schools are almost all monastic and refuse to follow our system of education. Every effort has been made to induce these *pôngyis* to receive the help of the Itinerant Teacher and to have their schools registered. As in other parts of Burma, it will take time to bring about this result. We notice that in this circle over 57,000 pupils attend private schools and only about 28,000 public schools, whereas in the whole of Burma more pupils attend public than private schools. In this circle it is necessary for private schools to receive special attention and to be visited oftener by the Inspecting Officers and Itinerant Teachers, in the hope of inducing Managers, lay and monastic, to have their schools registered.

Of the 14 districts composing this circle, all show an increase in the number of private schools and in the attendance, except in Mandalay Town and the Myingyan, Mandalay, and Kyauksè districts. The largest increases occur in the Katha, Shwebo, Pakôkku, Sagaing, Lower and Upper Chindwin districts.

86. The annexed table shows exactly the statistics for each circle :—

Circle.	District.	Private schools at the beginning of the year.	Private Institutions.								Remarks.
			Number of schools at the close of the year.	*Detail of column 4.*				*Schools withdrawn.*			
				Private schools retained on the list.	New schools brought on to the private list during the year.	Schools transferred from the aided list.	Schools transferred from the unaided list.	Schools transferred to the aided list.	Schools transferred to the unaided list.	Schools abolished.	
1	2	3	4	5	6	7	8	9	10	11	12
Western.	Akyab	461	496	256	231	2	7	26	17	162	
	Kyaukpyu ...	135	114	80	33	...	1	6	8	41	
	Sandoway	30	28	20	7	1	...	1	1	8	
	Northern Arakan ...	3	3	3	...	...	...	...	...	...	
	Thôngwa	268	272	246	23	...	3	...	...	22	
	Bassein	267	275	221	49	5	...	6	1	39	
	Myaungmya ...	119	135	111	24	...	...	2	...	6	
	Henzada	409	445	377	30	5	33	4	4	24	
	Total ...	1,692	1,768	1,314	397	13	44	45	31	302	
Central.	Rangoon	195	203	170	27	1	5	1	2	22	
	Hanthawaddy ...	322	335	280	46	2	7	8	2	32	
	Pegu	306	289	282	6	1	...	6	5	13	
	Tharrawaddy ...	110	153	95	50	4	4	...	...	15	
	Prome	442	424	393	25	4	2	7	...	42	
	Minbu	375	402	280	97	23	2	8	...	87	
	Magwe	408	417	392	10	7	8	10	...	6	
	Thayetmyo ...	272	243	238	3	1	1	10	...	24	
	Total ...	2,430	2,466	2,130	264	43	29	50	9	241	

Circle.	District.	Private schools at the beginning of the year.	Private Institutions.								Remarks.
			Number of schools at the close of the year.	*Detail of column 4.*				*Schools withdrawn.*			
				Private schools retained on the list.	New schools brought on to the private list during the year.	Schools transferred from the aided list.	Schools transferred from the unaided list.	Schools transferred to the aided list.	Schools transferred to the unaided list.	Schools abolished.	
1	2	3	4	5	6	7	8	9	10	11	12
Eastern.	Moulmein	50	61	50	8	3	...	...	...	...	
	Amherst	237	232	214	11	7	...	4	11	8	
	Thatôn	369	351	307	39	...	5	2	12	48	
	Toungoo	262	233	220	13	...	...	3	3	36	
	Tavoy	159	119	90	16	3	10	18	...	51	
	Mergui	61	51	41	6	1	3	14	...	6	
	Salween	15	...	...	...	...	...	...	...	15	
	Yamèthin	189	207	175	15	...	17	1	6	7	
	Total ...	1,342	1,254	1,097	108	14	35	42	32	171	
Northern.	Mandalay	1,309	1,227	1,144	40	...	43	1	32	132	
	Bhamo	54	59	37	18	4	...	1	...	16	
	Katha	151	219	118	97	4	...	3	2	28	
	Ruby Mines ...	68	69	62	6	...	1	...	...	6	
	Shwebo	522	565	510	55	...	...	...	...	12	
	Myitkyina	21	40	19	20	...	1	1	...	1	
	Sagaing	843	954	758	180	13	3	8	1	76	
	Lower Chindwin ...	676	709	661	3	1	44	6	...	9	
	Upper Chindwin ...	185	225	159	3	...	63	...	...	26	
	Kyauksè	313	310	303	5	...	2	1	...	9	
	Pakôkku	454	493	413	75	...	5	2	3	36	
	Meiktila	395	418	373	8	...	37	...	...	22	
	Myingyan	829	869	797	24	1	47	1	2	29	
	Total ...	5,820	6,157	5,354	534	23	246	24	40	402	
	Grand Total ...	11,284	11,645	9,895	1,303	93	354	161	112	1,116	

SECTION X.

Preparation and distribution of Text-books and other Educational Literature.

87. The Text-book Committee has met regularly during the year and done good work.

The only changes during the year have been the appointment of Mr. Taw Sein Ko and Maung Shwe Hmôn, A.T.M., as members of the Committee, and the retirement under the age clause, after five extensions of service, of Saya Kyi, who has for many years done good work.

88. The year that has just closed shows the usual good work done by the Editor and his staff.

89. In last year's report mention was made of the steady progress of the translation of Algebra and Euclid. Of these two the translation of the former has been completed and is now under revision. The whole book will soon be ready for printing. As regards the translation of the latter, 88 out of 186 pages have been completed, and only 98 pages remain to be done. The reprinting of Gladman's "School Method," which has reached the third edition, and which was reported last year to have been half-way through the Press, has now been finished.

90. The printing of the set of five Elementary Science Readers in Burmese for the Normal and Indigenous schools of the province is nearly complete. The first four books for Standards III, IV, V and VI have been printed and published, and the last for Standard VII is half-way through the Press.

91. Of the four text-books, namely,—

(1) *Paleiksa Egyin,*
(2) *Kandawmingyaung,*
(3) *Satudhammasara Kogan Pyo,* and
(4) *U Ponnya's Myittaza,*

prescribed for the VIIIth and IXth Vernacular standards of instruction, and prepared in accordance with the Resolution passed by the Text-book Committee at a meeting held on the 30th September 1897, the first two have been printed and published and the last two are still in the Press.

92. The Text-book Committee's Burmese Grammar for Standards V, VI, and VII has now reached a second edition and is in course of reprinting. The reprinting of the Fifth Standard Burmese Reader, which has also reached the second edition, was finished in January last.

93. Besides the above, the following work has been done during the year under report:—

(1) Printing of the Talaing Reader.
(2) Printing of "Introduction to Geography": More about the Earth.
(3) Printing of the Geography of India.
(4) Translation and printing of the "Introduction to the Geography of Asia."
(5) Revision of an Arithmetic in Burmese.
(6) Examination of the "Arabian Nights Burmese Reader" by Abdul Rahman.

The following two books are now in course of printing:—

(1) Arithmetic in Burmese.
(2) "Geography of Asia."

94. Early in July last this office was entrusted with the translation of a book called "The Citizen of India" by Mr. W. Lee-Warner for Messrs. Macmillan and Company. The translation is progressing steadily.

95. In addition to the above, the Editorial staff had to do the translation of departmental notifications, Teachers' Test examination papers, and important official papers of the Director of Public Instruction's office.

96. During the year the department has lost the valuable services of Saya Kyi by his retirement from the service on account of old age. His deep learning in the Pali and Burmese languages, his intelligence and liberal views, had made him very useful to the department, and he has endeared himself to all his colleagues by his kind and genial disposition and obliging spirit. He has well earned his pension by long years of good and faithful service. His place has been filled by Maung Taing. Although Saya Kyi has retired, he has not completely severed his connection with the department, as he still is a member of the Patamabyan Examination Committee.

97. I have again to bring to the notice of the Government the very good and valuable services rendered by Mr. Lonsdale, the Editor. He has been well supported by his staff. The Sub-Editor, Yeo Wun Sin, takes a very keen interest in his work, and does whatever he has to do *thoroughly and well.* Aung Bwa and Saya Ba also deserve much praise for the good work they have done.

98. We have now a very good set of text-books for Vernacular schools, and the number is being steadily added to, great care being taken to make them instructive and interesting. The publishers of Rangoon have taken up the question of preparing good books with the help of experts, and of supplying schools with the necessary appliances, much more than they did.

The supply of good maps in Burmese has greatly improved, but many are still wanted.

SECTION XI.

CONCLUSION.

99. I have had the greatest assistance from one and all in my office. The work has been very hard for them, and they have to a man done their duty well and cheerfully. The Superintendent, Mr. Kamen, and the Accountant, Maung Ne Dun, have shown untiring energy. They are both clear-headed, methodical workers, with a good grasp of the details of the work. The latter acted as Superintendent for two months and showed himself well able to do the work.

100. The relations of the department with District Officers, School Managers and Municipalities have been good. We have had much help and co-operation from them. As I pointed out last year, School Managers and Municipal Committees have reason to thank the Inspecting Officers for sympathetic and conscientious discharge of their duties. They have been untiring in their efforts to help, and patient and courteous in their dealings, often under trying circumstances.

RANGOON:
The 23rd June 1899.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

APPENDICES.

GENERAL TABLE No. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1898-99.*

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions ... For males ...	2	...	264	4,112	4	27	4,409	...	11,586	15,995	Institutions to number of towns and villages ... 56·77	
			Institutions ... For females	...	...	33	231	5	8	277	...	59	336		
165,408	Towns ... 60	Males ... 3,887,156	Total ...	2	...	297	4,343	9	35	4,686	...	11,645	16,331	.....	
	Villages. ... 28,709	Females 3,740,412													
	Total ... 28,769	Total ... 7,627,568	Scholars ... Males ...	109	...	20,479	95,699	137	716	117,140	...	124,579	241,719	Male scholars to male population of school-going age ... 41·46	
			Scholars ... Females ...	4	...	5,019	20,582	89	172	25,866	...	2,672	28,538	Female scholars to female population of school-going age ... 5·09	
			Total ...	113	...	25,498	116,281	226	888	143,006	...	127,251	270,257	.....	

GENERAL TABLE No. II.—*Abstract Return of Expenditure on public Instruction in Burma for the official year 1898-99.*

(For details, see General Table IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males	71,531	...	5,42,415	2,38,487	31,347	45,809	9,29,589	...	40,908	1,45,550	27,041	93,008	5,600	55,605	3,67,712	1,454,433	
For females	...	...	1,07,508	33,806	7,238	8,580	1,57,132										
Total ...	71,531	...	6,49,923	2,72,293	38,585	54,389	10,86,721	...	40,908	1,45,550	27,041	93,008	5,600	55,605	3,67,712	1,454,433	
2. (*a*) Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	7·30	...	22·85	14·70	5·12	6·22	56·19	...	5·97	19·63	3·95	8·46	0·27	5·53	43·81	100	
(*b*) Percentages of local fund expenditure included in columns 2 to 17 to total local fund expenditure on public instruction.	...	...	18·66	74·65	...	...	93·31	...	...	6·40	...	0·10	0·03	0·16	6·69	100	
(*c*) Percentages of municipal expenditure included in columns 2 to 17 to total municipal expenditure on public instruction.	...	...	73·07	18·71	...	...	91·78	...	...	0·84	...	...	...	7·38	8·22	100	
(*d*) Percentages on total expenditure on columns 2 to 17 to total expenditure on public instruction.	4·92	...	44·69	18·72	2·65	3·74	74·72	...	2·81	10·01	1·86	6·39	0·39	3·82	25·28	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs A. P.										
Government institutions { Cost to provincial revenues ...	483 6 4	...	26 9 11	...	158 11 5	52 10 7	70 12 3										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	544 5 8	...	64 8 8	...	174 9 6	67 4 7	98 12 10										
Local Fund schools. { Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ...	...	...	1 9 7	...	...	...	1 8 11										
Cost to municipal funds ...	...	...	23 14 7	16 15 6	...	...	23 11 9										
Total cost ...	...	...	47 15 6	32 8 4	...	...	47 9 2										
Institutions in Native States { Cost to Native State revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ...	200 0 0	...	5 12 11	1 3 8	...	3 14 10	2 3 3										
Cost to local and municipal funds	...	...	2 15 4	1 11 0	...	...	1 15 3										
Total cost ...	1,603 10 2	...	21 9 1	3 4 8	...	3 14 10	7 4 2										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ...	650 4 6	...	6 4 0	1 3 8	158 11 5	50 5 8	3 8 10										
Cost to local and municipal funds	...	...	4 14 5	1 11 3	...	...	2 6 9										
Total cost ...	650 4 6	...	25 15 1	3 5 1	174 9 6	64 4 8	10 0 6										

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction	47·12
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction	10·66
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction	8·83
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction	20·69
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction	12·70
Total ...	100·00

GENERAL TABLE NO. III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

	Class of institution.	UNDER PUBLIC MANAGEMENT.											
		Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
		Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13
	Arts Colleges.												
UNIVERSITY EDUCATION.	English	1	102	99	95	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional training.												
	Law	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	1	102	99	95	...	...	...	...	...	...	...	...
	Secondary Schools.												
SCHOOL EDUCATION, GENERAL.	For boys { High schools	2	913	932	817	3	813	755	673	...	...	...	...
	For boys { Middle do. { English	1	103	103	86	15	1,736	1,714	1,498	...	...	...	...
	For boys { Middle do. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	For girls { High schools	...	...	...	...	...	...	...	...	...	...	...	...
	For girls { Middle do. { English	...	...	...	...	...	...	...	...	...	...	...	...
	For girls { Middle do. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	3	1,016	1,035	903	18	2,549	2,469	2,171	...	...	...	...
	Primary Schools.												
	For boys	...	...	...	...	1	70	65	60	...	...	...	...
	For girls	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	1	70	65	60	...	...	...	...
	Schools for Special instruction.												
SCHOOL EDUCATION, SPECIAL.	Training schools for masters	4	142	139	129	...	...	...	...	...	...	...	...
	Training schools for mistresses	5	84	82	75	...	...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	22	491	457	418	...	...	...	...	...	...	...	...
	Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	12	361	349	309	...	...	...	...	...	...	...	...
	Total	43	1,078	1,027	931	...	...	...	...	...	...	...	...
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	47	2,196	2,161	1,929	19	2,619	2,534	2,231	...	...	...	...
	PRIVATE INSTITUTIONS ... { 1. Advanced teaching— (*a*) Arabic or Persian ... ... (*b*) Sanskrit ... ... (*c*) Any other Oriental classic ... ... 2. Elementary, teaching a vernacular only or mainly ... ... 3. Elementary, teaching the Koran ... ... 4. Other schools not conforming to departmental standard												

Scholars and in Burma, for the official year 1898-99.

TUTIONS.																			
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						
Aided by Government or by Local Funds, or Municipal Boards.				*Unaided.*															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	11	11	10	...	...	...	...	2	113	113	93	...	18	23	4	5	63	4	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	11	11	10	...	...	...	...	2	113	113	93	...	18	23	4	5	63	4	...	
10	2,936	2,738	2,485	...	...	...	...	15	4,662	4,662	384	4,278	785	503	203	284	2,797	66	...	
42	4,011	3,927	3,399	...	...	...	...	58	5,850	5,850	936	4,914	190	1,504	575	434	3,147	473	...	
191	12,219	12,219	12,219	...	...	...	...	191	12,219	...	4,364	12,219	...	1,303	26	304	10,586	2,611	...	
6	1,008	941	818	...	...	...	...	6	1,008	1,008	233	775	920	24	11	2	51	...	230	
7	489	453	383	...	...	...	...	7	489	489	5	484	219	80	15	9	166	...	214	
20	1,270	1,270	1,270	...	...	...	...	20	1,270	...	154	1,270	...	514	12	44	700	...	454	
276	21,933	21,548	20,574	...	...	...	...	297	25,498	12,009	6,076	23,940	2,114	4,018	842	1,077	17,447	3,150	898	
2,450	76,303	76,331	76,094	1,661	33,140	33,140	33,140	4,112	109,513	1,304	43,520	107,339	52	8,056	989	2,000	96,416	16,389	...	
183	5,734	5,720	5,703	48	1,034	1,034	1,034	231	6,768	291	2,443	6,555	72	418	129	105	6,045	...	2,575	
2,633	82,037	82,051	81,797	1,709	34,174	34,174	34,174	4,343	116,281	1,595	45,963	113,894	124	8,474	1,117	2,105	104,461	16,389	2,575	
...	...	...	...	...	...	...	...	4	142	95	35	139	4	84	6	6	42	5	...	
...	...	...	...	...	...	...	...	5	84	47	...	70	14	69	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	22	491	143	...	348	26	17	2	8	438	...	...	
1	36	40	28	...	...	...	...	1	36	36	...	...	...	36	...	...	...	...	...	
...	...	...	...	...	...	...	...	12	361	214	28	119	193	59	13	1	95	38	148	
1	36	40	28	...	...	...	...	44	1,114	535	63	676	237	265	22	15	575	43	148	
2,911	104,017	103,650	102,409	1,709	34,174	34,174	34,174	4,686	143,006	14,252	52,195	138,510	2,493	12,780	1,985	3,202	122,546	19,586	3,621	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		11,320	121,884	...	64,142	121,500	...	292	...	35	121,666	1,504	...	
						For girls		59	993	...	448	1,001	...	...	...	8	993	...	332	
...	...	...	...	...	...	For boys		229	3,606	...	3,539	162	...	...	29	3,563	...	447	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		37	768	204	379	170	...	12	376	...	277	60	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
						Total	...	11,645	127,251	204	68,508	122,833	...	304	405	3,606	122,936	2,011	332	
						GRAND TOTAL	...	16,331	270,257	14,456	120,703	261,343	2,493	13,084	2,390	6,808	245,482	21,597	3,953	

GENERAL TABLE No. IV.—*Return of Expenditure on Public*

PUBLIC INSTI

UNDER PUBLIC MANAGEMENT.

Objects of expenditure.	*Managed by Government.*							*Managed by Local Funds and Municipal Boards.*							*Maintained by*			
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	47,856	...	...	6,035	...	...	53,891	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional training.																		
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	47,856	...	...	6,035	...	...	53,891	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys: High schools	23,303	...	...	37,362	...	...	60,665	850	...	19,193	21,086	...	...	41,129	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys: Middle do. English	4,246	...	...	1,891	...	...	6,137	3,100	...	39,843	34,360	...	...	77,303	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys: Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls: High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls: Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls: Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	27,549	...	...	39,253	...	...	66,802	3,950	...	59,036	55,446	...	..	1,18,432	...	...	...	...
Primary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	1,103	1,011	...	...	2,114	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	1,103	1,011	...	...	2,114	...	...	...	...
Schools for Special instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	28,896	...	...	...	51	2,400	31,347	...	...	...	...	...	...	...	...	...	..	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	6,180	...	...	210	848	...	7,238	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	36,949	...	...	5,849	...	...	42,798	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	5,495	...	...	5,055	174	710	11,434	...	...	...	...	...	...	...	...	...	...	...
Total	77,520	...	...	11,114	1073	3,110	92,817	...	...	...	...	...	...	...	...	...	...	...
Buildings	40,508	...	...	...	...	...	40,508	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	40,508	...	...	...	...	...	40,508	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,93,433	...	...	56,402	1073	3,110	2,54,018	3,950	...	60,139	56,457	...	...	1,20,546	...	...	...	...

(*a*) Rupees 19,205, (*b*) Rs. 12,311, (*c*) Rs. 6,221, (*d*) Rs. 4,413, (*e*) Rs. 11,487, (*f*) Rs. 2,694, (*g*) Rs. 3,000, and (*h*) Rs. 500 represent the cost of Provincial
(*k*) Rupees 1,883, (*l*) Rs. 390, (*m*) Rs. 581 and (*n*) Rs. 2,954 of these items represent the cost of the Kindergarten of the Government Normal School, Mission Tamil and Telegu School, No. 73, Dalhousie Street, Rangoon, these being taken as boys' schools the balance under each head is the cost of

Instruction in Burma for the official year 1898-99.

TUTIONS.

Native States.			Under private management. Aided by Government or by Local Funds or Municipal Boards.							Unaided.				Total expenditure from					
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	2,200	...	...	672	...	14,768	17,640	...	...	...	...	50,056	...	...	6,707	14,768	71,531
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,200	...	...	672	...	14,768	17,640	...	...	...	...	50,056	...	...	6,707	14,768	71,531
...	...	...	34,091(*a*)	...	5,174	64,653	4,493	30,380	1,38,791	...	...	...	...	58,244	...	24,367	1,23,101	31,873	2,40,585
...	...	...	42,775(*b*)	3,044	13,608	57,917	30,012	20,966	1,68,522	...	...	...	...	50,121	3,044	53,651	94,168	50,978	2,51,962
...	...	...	12,712	25,350	11,606	...	...	...	49,868	...	...	...	...	12,712	25,350	11,806	...	...	49,868
...	...	...	24,137 (*c*)	...	...	30,909	8,620	9,705	73,371	...	...	...	...	24,137	...	...	30,909	16,325	73,371
...	...	...	8,685(*d*)	...	3,235	11,338	817	6,036	30,111	...	...	...	...	8,685	...	3,235	11,338	6,853	30,111
...	...	...	2,719	529	778	...	...	...	4,026	...	...	...	...	2,719	529	778	...	...	4,026
...	...	...	125,119	28,923	34,801	1,64,817	43,942	67,087	4,64,689	...	...	...	...	1,56,618	28,923	93,837	2,59,516	1,11,029	6,49,923
...	...	...	83,314(*e*)	1,11,791	19,079	17,998	27	4,164	2,36,373	...	...	...	...	83,314	1,11,791	20,182	19,009	4,191	2,38,487
...	...	...	17,414(*f*)	3,906	3,841	4,602	1,915	2,128	33,806	...	...	...	...	17,414	3,906	3,841	4,602	4,043	33,806
...	...	...	1,00,728	1,15,697	22,920	22,600	1,942	6,292	2,70,179	...	...	...	...	1,00,728	1,15,697	24,023	23,611	8,234	2,72,293
...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,896	...	...	...	2,451	31,347
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,180	...	...	210	848	7,238
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,949	...	...	5,849	...	42,798
...	...	...	157	...	...	...	...	...	157	...	...	...	...	157	...	...	...	...	157
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,495(*k*)	...	...	5,055( )	884(*m*)	11,434(*n*)
...	...	...	157	...	...	...	...	...	157	...	...	...	...	77,677	...	...	11,114	4,183	92,974
...	...	...	17,450(*g*)	150	...	...	...	31,900	52,500	...	...	...	...	57,958	150	...	...	34,900	93,008
...	...	...	1,850(*h*)	50	...	...	...	3,700	5,600	...	...	...	...	1,850	50	...	...	3,700	5,600
...	...	...	19,300	200	...	...	...	35,600	58,100	...	...	...	...	59,808	200	...	...	38,600	98,608
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,908	...	...	...	...	40,908
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,34,549	9,917	1,084	...	...	1,45,550
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,163	...	...	...	...	4,163
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,090	...	...	...	...	6,090
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,190	...	...	...	...	2,190
...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,598	...	...	...	...	14,598
...	...	...	...	...	...	...	...	...	...	...	...	...	...	37,868	251	9,475	...	7,991	55,605
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,40,386	10,168	10,559	...	7,991	2,69,104
...	...	...	2,47,504	1,44,820	57,721	1,88,089	45,884	1,26,747	8,10,765	...	...	...	...	6,85,273	1,54,988	1,28,419	3,00,948	1,84,805	14,54,433

Revenue on account of Rangoon Municipality.
Moulmein, and that attached to the Baptist College, Rangoon, and the American Baptist Mission Pwo-Karen School, Bassein, and American Baptist the Kindergarten Department attached to girls schools.

GENERAL TABLE No. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1898-99.*

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
			1			2			3			4				5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For boys — Government — English	3	1,016	120	...	120	430	...	430	291	1	292	171	3	174	...	...	...	1,012	4	1,016
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local funds — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local funds — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — English	18	2,549	99	...	99	769	...	769	877	...	877	796	8	804	...	...	...	2,541	8	2,549
Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	52	6,947	193	1	194	1,831	131	1,962	2,191	196	2,387	2,205	199	2,404	...	...	...	6,420	527	6,947
Aided — Vernacular	191	12,219	...	...	...	874	83	957	2,270	376	2,646	6,464	2,152	8,616	...	...	...	9,608	2,611	12,219
Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	264	22,731	412	1	413	3,904	214	4,118	5,629	573	6,202	9,636	2,362	11,998	...	...	...	19,581	3,150	22,731
For girls — Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local funds — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local funds — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	13	1,497	2	57	59	32	287	319	135	337	472	275	372	647	...	...	...	444	1,053	1,497
Aided — Vernacular	20	1,270	...	...	...	34	85	119	112	175	287	308	556	864	...	...	...	454	816	1,270
Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	33	2,767	2	57	59	66	372	438	247	512	759	583	928	1,511	...	...	...	898	1,869	2,767
Total, Secondary Schools	297	25,498	414	58	472	3,970	586	4,556	5,876	1,085	6,961	10,219	3,290	13,509	...	...	...	20,479	5,019	25,498

Primary Schools—																							
For boys	Government	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local funds	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	1	70	...	...	...	...	...	...	21	1	22	48	...	48	...	...	...	69	1	70
	Native States	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	2,450	76,303	...	...	...	...	...	...	5,959	1,044	7,003	56,075	13,225	69,300	...	...	...	62,034	14,269	76,303
	Unaided	...	...	...	1,661	33,140	...	...	...	...	...	...	58	20	78	30,963	2,099	33,062	...	...	...	31,021	2,119	33,140
			Total	...	4,112	109,513	...	...	...	...	...	...	6,038	1,065	7,103	87,086	15,324	102,410	...	...	...	93,124	16,389	109,513
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local funds	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	183	5,734	...	...	...	...	...	...	235	316	551	1,957	3,226	5,183	...	...	...	2,192	3,542	5,734
	Unaided	...	...	...	48	1,034	...	...	...	...	...	...	25	3	28	358	648	1,006	...	...	...	383	651	1,034
			Tota	...	231	6,768	...	...	...	...	...	...	260	319	579	2,315	3,874	6,189	...	...	...	2,575	4,193	6,768
	Total, Primary Schools			...	4,343	116,281	...	...	...	...	...	...	6,298	1,384	7,682	89,401	19,198	108,599	...	...	...	95,699	20,582	116,281
	GRAND TOTAL			...	4,640	141,779	414	58	472	3,970	586	4,556	12,174	2,469	14,643	99,620	22,488	122,108	...	...	...	116,178	25,601	141,779

GENERAL TABLE NO. VI.—*Return showing the Results of prescribed Examinations in Burma for the official year 1898-99.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	...	1	...	1	8	...	..	8	7	...	...	...	7	1	...	...	...	...	6	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Medicine—																							
1. M. D.																							
2. M. B.																							
3. Honours in Medicine and Surgery																							
4. L. M. S.																							
5. First M. B.																							
5. First L. M. S.																							
6. Preliminary Scientific																							
Engineering—																							
1. M. C. E.																							
2. B. C. E																							
3. L. C. E																							
4. First L. C E.																							
Teaching—																							
1. Licentiate in Teaching			18	60	323	401	58	142	382	73	655	19	57	59	15	150	23	43	...	2	82		
Schools for General Education—																							
1. Matriculation	Boys		5	8	...	13	81	60	18	2	161	47	35	6	2	90	13	10	9	2	56		
	Girls		...	6	...	6	...	22	...	...	22	...	13	...	...	13	13	...	...	...	...		
2. Middle School examination	Boys		21	219	1	241	948	1,471	98	58	2,575	520	1,437	24	12	1,993	148	418	48	79	1,300		
	Girls		...	34	...	34	...	402	...	...	402	...	272	...	...	272	175	70	3	4	20		
3. Upper Primary examination	Boys		22	1,206	...	1,228	1,098	10,429	...	...	11,527	677	6,548	...	...	7,225	165	1,210	175	219	5,456		
	Girls		...	123	...	123	...	988	...	...	988	...	737	...	...	737	167	164	11	15	380		
4. Lower Primary examination	Boys		22	3,332	...	3,354	874	40,595	...	...	41,469	772	29,767	...	...	30,539	143	2,540	503	601	26,752		
	Girls		...	206	...	206	...	3,669	...	...	3,669	...	2,746	...	...	2,746	260	283	19	52	2,132		
5. Public Service Certificate examination.	English		2	2	...	4	14	2	...	48	64	9	2	...	37	48	3	4	2	4	35		
	Vernacular		...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...		
Schools for General Instruction—																							
1. Training School examination for masters.	Upper		1	1	...	2	11	14	...	...	25	6	12	...	...	18	...	13	...	...	5		
	Lower		...	...	...	...	...	11	...	...	11	...	8	...	...	8	...	7	...	...	1		
2. Training School examination for mistresses.	Upper		...	4	...	4	...	32	...	...	32	...	12	...	...	12	5	7	...	...	...		
	Lower		...	...	...	...	...	5	...	...	5	...	2	...	...	2	...	2	...	...	...		
3. School of Arts examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
4. Medical examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
5. Examination in Engineering and Surveying			21	...	3	24	412	...	20	50	482	310	...	6	20	336	4	6	1	5	320		
6. Industrial School examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
7. Veterinary examination			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		

GENERAL TABLE NO. VII.—*Returns showing the Distribution of Local Fund and Muni*

Objects of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.															
	In institutions managed by Local Fund Boards.												*In institutions managed by*			
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	Total Local Funds expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional training.															
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	3,044	3,044
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	25,350	25,350
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	529	529
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	28,923	28,923
Primary Schools.															
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,11,791	1,11,791
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	3,906	3,906
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	1,15,697	1,15,697
Schools for Special instruction.															
SCHOOL EDUCATION, SPECIAL. Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Survey schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	150	150
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	50	50
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	200	200
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,917
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	251
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,168
GRAND TOTAL	...	...	...	...	...	...	...	...	...	...	...	...	...	1,44,820	1,54,988

cipal Expenditure on Public Instruction in Burma for the official year 1898-99.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

				In institutions managed by Municipal Boards.							*In institutions managed by*					
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.	Total Municipal expenditure on public instruction.	Total expenditure of Local Funds and Municipal Boards on public instruction.	Remarks.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	813	755	673	850	19,193	...	21,086	...	...	41,129	...	...	5,174	24,367	24,367	
15	1,736	1,714	1,498	3,100	39,843	...	34,360	...	...	77,303	...	...	13,808	53,651	56,695	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,806	11,806	37,156	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,235	3,235	3,235	
...	...	...	...	...	...	...	...	...	...	...	...	...	778	778	1,307	
18	2,549	2,469	2,171	3,950	59,036	...	55,446	...	...	1,18,432	...	...	34,801	93,837	1,22,760	
1	70	65	60	...	1,103	...	1,011	...	...	2,114	...	...	19,079	20,182	1,31,973	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,841	3,841	7,747	
1	70	65	60	...	1,103	...	1,011	...	...	2,114	...	...	22,920	24,023	1,39,720	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	150	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	200	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,084	11,001	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,475	9,726	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,559	20,727	
19	2,619	2,534	2,231	3,950	60,139	...	56,457	...	...	1,20,546	...	...	57,721	1,28,419	2,83,407	

FOR BOYS.

GENERAL TABLE VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1898-99.*

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards	44	2,144	37	821	1,151	135	2,522	4,411	42,031	93,138	142,102	
Unaided	264	3,584	...	5	3,579	...	...	..	35,528	...	35,528	
Total ...	308	5,728	37	826	4,730	135	2,522	4,411	77,559	93,138	177,630	

FOR GIRLS.

GENERAL TABLE VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1898-99.*

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Managed by Government	...	...	...	...	...	...	..	...	...	...	...	
2. Managed by local or municipal boards	...	...	...	...	..	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards	20	750	...	210	468	72	2,549	526	22,034	25,619	50,728	
Unaided	4	74	...	21	53	...	...	...	1,903	400	2,303	
Total ...	24	824	...	231	521	72	2,549	526	23,937	26,019	53,031	

Return showing the Classifications of Pupils attending Public Institutions in Burma, for the official year 1898-99, according to religion.

	Class of institution.	Total of public institutions.	Number of scholars on 31st March 1899.	Classification of scholars on 31st March according to religion.					Remarks.
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
	1	2	3	4	5	6	7	8	9
	Arts Colleges.								
University Education.	English	2	113	41	5	4	62	1	
	Oriental	...	...	...	...	...	...	...	
	Colleges or departments of colleges for professional training.								
	Law	...	...	...	...	...	...	...	
	Medical	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total ...	2	113	41	5	4	62	1	
	Secondary Schools.								
School Education—General.	For boys ... English ...	73	10,512	3,072	718	778	5,775	169	
	For boys ... Vernacular ...	191	12,219	1,303	304	26	10,586	...	
	For Girls ... English ...	13	1,497	1,243	11	26	160	57	
	For Girls ... Vernacular ...	20	1,270	514	44	12	700	...	
	Total ...	297	25,498	6,132	1,077	842	17,221	226	
	Primary Schools.								
	For Boys	4,112	109,513	8,108	2,000	989	98,397	19	
	For Girls	231	6,768	490	105	128	6,040	5	
	Total ...	4,343	116,281	8,598	2,105	1,117	104,437	24	
	Schools for special Instruction.								
School Education—Special.	Training schools for masters ...	4	142	88	6	6	42	...	
	Training schools for mistresses ...	5	84	83	...	1	...	...	
	Schools of art	...	...	...	...	...	...	...	
	Law schools	...	...	...	...	...	...	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and surveying schools ..	22	491	43	8	2	438	...	
	Industrial schools	1	36	36	...	...	...	...	
	Other schools	12	361	252	1	13	94	1	
	Total ...	44	1,114	502	15	22	574	1	
	Total of colleges and schools of public instruction. ...	4,686	143,006	15,273	3,202	1,985	122,294	252	

G. B. C. P. O.—No. 9887, B. S., 16-11-99—595.

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